2014 Cycle Instructional Program Review
Parcel Report for the Academic Senate Student Learning Outcomes and Assessment Committee

Presented by
Instructional Program Review Committee
March 16, 2015
Program review at Victor Valley College is a self-assessment by its programs used to promote institutional effectiveness and provide the basis for budget and resource planning and allocation. It is a systematic process for the collection, analysis, and interpretation of student enrollment data and outcomes assessment data (SLO, PLO, ILO) to produce the Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report and the Annual Update(s). Program review is a process for identifying areas of change within its programs, and it is conducted to promote the effectiveness and relevance of instruction and the effective use of resources. These assessments are integral to the alignment of the programs’ goals with the mission of the college for college-wide planning.

The Instructional Program Review Committee (IPRC) has developed parcel reports for use by the Academic Senate and Shared Governance bodies for their use in evaluation and recommendation processes in institutional planning. These parcel reports were developed from the importation of sections of the 2014 cycle of Instructional Program Review, both from the Annual Update (tracks A and C) and Comprehensive PRAISE (track B) reports. Please note that no content from the original reports submitted by Instructional Programs were modified; the information was imported as written in the report. Therefore, style and content may vary from program to program.

This parcel report contains the Program Effectiveness and Student Success section from each Instructional Program that submitted their report to SharePoint by March 6th, 2015. It is the hope of the IPRC that this parcel report assists the Student Learning Outcomes and Assessment Committee (SLOAC) in its charge. The report is organized by academic division and by alphabetical order of programs within each division (by program code on the Program List). The original reports in their entirety are located HERE should the IPRC wish to refer to them.

In May 2015 the SLOAC will distribute a survey for evaluation of this reporting process and asks that the SLOAC provide constructive feedback and recommendations for the 2015 parceled reports for Instructional Program Review.
## Table of Contents

*Use “Ctrl + Click” over any of the programs below to jump to that portion of the report*

### HUMANITIES, ARTS AND SOCIAL SCIENCES
- AENG ................................................................................................................................. 5
- ANTH ................................................................................................................................. 7
- ARPT ................................................................................................................................. 10
- BAECON .......................................................................................................................... 13
- BET ................................................................................................................................... 17
- BRE ................................................................................................................................... 22
- COMJO .............................................................................................................................. 40
- ENGL ................................................................................................................................. 43
- FRNL ................................................................................................................................... 47
- GEOG .................................................................................................................................. 50
- HIST ................................................................................................................................... 53
- HON ................................................................................................................................... 58
- LIBR ................................................................................................................................... 62
- GUID ................................................................................................................................... 69
- MUN .................................................................................................................................... 71
- MUSC .................................................................................................................................. 74
- PHRL ................................................................................................................................... 80
- POLS .................................................................................................................................... 86
- PSYC .................................................................................................................................... 90
- SOC ....................................................................................................................................... 94
- TA ......................................................................................................................................... 98

### HEALTH SCIENCE, PUBLIC SAFETY AND INDUSTRIAL TECHNOLOGY
- AGNR ................................................................................................................................... 102
- AJ .......................................................................................................................................... 106
- ALDH ................................................................................................................................... 119
- AUTO ................................................................................................................................... 122
- AVA ....................................................................................................................................... 122
- COOP ................................................................................................................................... 122
CT.................................................................................................................. 127
FIRE ..................................................................................................................... 131
KIN....................................................................................................................... 138
NURS ................................................................................................................... 141
PEMT .................................................................................................................... 141
RGMT ................................................................................................................... 148
RT ......................................................................................................................... 155
WELD ................................................................................................................... 157
SCIENCE, TECHNOLOGY, ENGINEERING AND MATH............................................. 162
BIOL ..................................................................................................................... 162
CHDV ................................................................................................................... 165
CIDG ..................................................................................................................... 172
CIS ......................................................................................................................... 177
ELEC ..................................................................................................................... 181
MATH .................................................................................................................... 184
PHYS ..................................................................................................................... 196
PHYSICI ............................................................................................................... 199
HUMANITIES, ARTS AND SOCIAL SCIENCES

AENG

Has course assessment data been regularly submitted for upload into TracDat over the past year?
☐ No ☑ Yes

If yes, explain the progress that has been made in regards to assessment data.

Assessments have been updated in the Spring of 2013.

There is pervasive misunderstanding about assessments and assessment data deadlines and follow-up evaluation and planning. AENG Adjunct will be paid by the BSI grant to attend monthly department meetings to clear any misunderstandings on SLO and Assessment along with reinforcing program future goals and objectives.

(1) The AENG program is challenged because of the misunderstanding of what the program’s goals and mission are. Its vital linkage to other programs is misconstrued. There are no full time faculty. ESL Faculty involved in AENG decision-making question whether it is a priority for the college to develop this most important link to student equity. The Student Equity Plan of 2014 includes over $500,000 in funding to narrow the achievement gap in access and success for underrepresented student groups. It is certain that there has been an oversight in highlighting the critical role AENG plays in attracting immigrants to college accessibility. Full time faculty must managing over 20 active credit courses, whose total number of SLOs is about 70 and also try to keep the small and limited underdeveloped AENG program afloat. This is a formidable task!

(2) Another issue is the Scorecard, which does not track non-credit classes.

(3) Although full time instructors have worked hard with adjunct faculty on doing SLO assessments, the task has been daunting. Thus, contingent upon BSI funding, incentive vouchers will be provided to encourage adjuncts to participate in monthly meetings intended for program improvement.

(4)

Is the program on track with its 6-year assessment plan?
☑ Yes ☐ No

If no, explain why.

The department is just now arranging the six-year calendar of SLO assessments. It should be done after the AENG February department meeting.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).
Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Many of the instructors created homegrown tests to accurately reflect the SLOs which are being assessed. Others used textbook tests and chose questions that were specific for assessing the SLOs.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

In general, in all of the courses, data showed that students were successful in achieving the targeted outcomes. Interestingly, the instructors mentioned that since the majority of the students had been recycling through the two levels for years, they felt the results were skewed towards the high end. All of the instructors mentioned the need for higher levels so students can be placed properly.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

After reviewing the assessments, the SLOs were revised in most of the course outlines.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Feedback from the ACOM ED-Citizenship Course assessment revealed that many students were not prepared for the citizenship test. Many lacked the speaking ability needed to pass the interview. As a result a new course was developed, AENG 1-Citizenship Prep. This course is
intended to close the gap. Moreover, the Citizenship Course will be folded into the AENG program and no longer be affiliated with the ACOM ED.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Although all the assessments were completed, there has been no mention of allocation of funds as recommended in assessment follow-up evaluations. In fact, AENG was not considered for any general funding in previous PRAISE Reports. This is partly because AENG is non-existent in the budget cycle. It has no budget number associated with the program. In fact, it is shared with **Interdisciplinary Adult Classes budget 4920** as previously mentioned.

Enter any information that the above questions do not address.

The ESL staff feel that AENG is invisible and falls out of the purview of the college mission statement and goals. Yet it holds the only pathway for many immigrants seeking to better their lives. For over 24 years, immigrants wishing to improve their lot in non-credit have had to make a long leap of faith to move from a level two non-credit to a level 2.5 ESL credit class. There is no clear link from the off-campus classes to on campus ESL credit courses. A report by a policy advocacy group **Divided We Fail** recommended ways to improve student outcomes in community colleges. The recommendations set forth are relevant to the non-credit program. (1) Collect data and act upon it (Praise Report) (2) Create a public agenda (set goals and monitor progress) (3) Develop a funding model for student success (4) Assess and support students to succeed (5) Increase transfer [from non-credit to credit bearing classes].

Furthermore the Student Equity Report mentions our duty to create access to all at VVC.

The Non Credit Matriculations budget which funds should be used for noncredit matriculation. ESL faculty have been barred from using these funds. These funds can kick start the new CASAS testing and fund outreach and orientations at off campus sites.

Another issue not mentioned previously is the difficulty students have with identifying and locating noncredit courses. A proposal to Curriculum Committee will be to simplify the names and levels.

Proposals will be developed for workforce prep and job prep classes. An Open Skills lab will be proposed as well.

As stated above, through BSI funding, tutor training is being developed, so that tutors can help students effectively. Along these same lines, the department needs to evaluate current software in our labs.

**ANTH**

Has course assessment data been regularly submitted for upload into TracDat over the past year?
X Yes □ No

Click here to enter text.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?
X Yes □ No

If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

**Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).**

ANTH101 Introduction to Physical Anthropology (AKA Biological Anthropology)

ANTH102 Introduction to Cultural Anthropology (AKA Social Anthropology)

ANTH103 Introduction to Archaeology

ANTH103F Field Archaeology

ANTH103L Archaeology Lab

ANTH106 Linguistic Anthropology

ANTH107 Forensic Anthropology and Archaeology

**Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?**

These assessment tools were successful in quantifying the student’s responses, but do not account for qualitative data that may affect the outcomes. For this, we looked at whether or not the students completed any SLO related assignments or missed any particular assessment related exam questions. In all cases, when a student was satisfactory only in their success measure, it was because they were unable/unwilling to complete the particular assessment related assignment.
Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The only course that showed any need for improvement in student success was the ANTH107 Introduction to Forensic Anthropology and Archaeology. However, because the course is taught once a year (Fall semester), we have only assessed the SLOs once. The course was taught in Fall 2013 and is being taught this semester (Fall 2014) and we will have comparative data at the end of the semester. However, initial assessment suggests improvement has occurred between 2012 and this year. One of the problems on a qualitative level is the “Bones/CSI effect”. Many students enter the course believing that they will leave with the level of knowledge and experience they see on television shows and in the movies, some not even realizing the “literary license” taken for effect.

All of our other courses show high student success rates for the SLOs assessed. We believe this is because each of us has been “assessing” our student learning outcomes since each of us began teaching.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

The Forensic Anthropology and Archaeology course content was changed temporarily for the Fall 2014 semester. Instead of requiring students to locate articles on research methods or case studies and produce 6 written critiques, we added a midterm and final pretest to better prepare them, as well as a couple of extra credit critiques on articles provided by the instructor.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

All of the discipline’s courses have “closed their loops”. The only course requiring change is the Forensic Anthropology and Archaeology course (see the above 2 sections).

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

The assessment results for all of the courses in our discipline have “forced” us to look long and hard at the resources we utilize almost daily in each class, as well as resources we no longer have (a paid student assistant) and resources we knew we needed “at some point in time” (refer to the previous PRAISE and Annual updates). Currently, we are in need of new calipers as they are breaking (plastic) and several have “disappeared”. We will address this in the future with signout sheets for the lab equipment as well as a lockdown for study skeletal materials.
Enter any information that the above questions do not address.

Click here to enter text.

**ARPT**

Has course assessment data been regularly submitted for upload into TracDat over the past year?

X Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data.

There have been improvements to student success over the course of the year. In the art and photo programs, what is witnessed over the last three years is that our retention is 85% or better. The trend is showing that this is a steady number and is constant. Our Student Success rate is 75% and again, is holding steady. Our headcount for art and photo is 1280. And the FTES for our programs is 178 FTES. Our data shows that art and photo are maintaining the retention and success rates consistently over the three years of information collected. Because of budget cuts our FTES over the last three years has dropped by 25%.

If no, explain why and when data is expected to be uploaded.

Click here to enter text.

Is the program on track with its 6-year assessment plan?

X Yes ☐ No

If no, explain why.

Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

All art and photo courses were assessed.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The types of assessment tools that have been utilized in the assessments include: portfolios, semester length projects, final exams, and written essays. The long-term projects clearly demonstrate a student’s knowledge of the semester course work by producing art and photographs that meet assignment criteria and industry standards. Instructor led critiques of projects and portfolios are utilized to assess all Student Learning Outcomes. These resources clearly indicate what we are doing and how it produces outcomes of student learning.
Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed? There are 28 Art classes and 8 Photo classes. However not all courses are taught every semester. Our programs created a Drop box to upload instructor assessments. Based on the information in this Departmental Drop box the following art and photo classes met the assessment criteria for Spring 14: Art 101, 102, 104, 105, 108, 112, 113, 115, 122, 123, 124, 141, 150. Photo classes that met assessment criteria include: Photo 53, 54, 100, and 101.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In Photo 52 the instructor created screen lectures for students to learn Photoshop. This resource provided the student with the same experience of content that a live class delivers. And allows the student to be able review this visual resource more than once which reinforces learning. The delivery of content necessary to introduce this complex program is now possible because of how information has been packaged and presented.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Teaching Photo 52 now seems to be refined to the point that the workflow of the creation of an image has been streamlined and the process of learning has been made easier. This will certainly prove itself in the work created by students and how that knowledge can be used in intermediate Photoshop.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Because of the current state of our computers a teacher must create ‘cheat-sheets‘ to be able to workaround an operating system that is out of date and a version of Photoshop that is not current. These conditions place several burdens on an instructor in trying to teach this program. If this situation is not corrected the next released operating system will prevent us from teaching with our current computers and we will have to shutter our labs and stop offering our Photoshop and photography courses.

Enter any information that the above questions do not address.

Click here to enter text.

Program-Level Program Learning Outcomes

List the PLOs for the program:

Art Department PLO’s:
1. Students will be able to analyze works of art in terms of formal structure, narrative content, cultural contexts and significance.
2. Students will be able to demonstrate technical proficiency in one or more fine art media.
3. Photo Department PLO’s:

   1. Students will demonstrate a technical command of photographic methods and materials.
   2. Students will create a body of work, which demonstrates specific intent, personal insight and creative expression in accord with professional standards.
   3. Using current imaging software, students will create a composite digital image, which demonstrates professional level skill sets.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Art and Photo do not as of yet, soon to come, have an AA, therefore the PLO’s have not been assessed.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

Click here to enter text.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

PLO’s will not be assessed until our AA’s have been state approved.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Art and Photo do not as of yet, but is soon to come, an AA degree, therefore the PLO’s have not been assessed.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Art and Photo do not as of yet, soon to come, have an AA degree, therefore the PLO’s have not been assessed.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Art and Photo do not as of yet, soon to come, have an AA, therefore the PLO’s have not been assessed.
Enter any information that the above questions do not address.

Click here to enter text.

Describe the trends in student retention, success, FTES, etc (see Student Enrollment data) within the program in the past year.

In the art and photo programs, what is witnessed over the last three years is that our retention is 94% or better. The trend is showing that this is a steady number and is constant and is improving. Our Student Success rate is 80% and again, is holding steady. Our headcount for art and photo is 2090. And the FTES for our programs is 355 FTES. Our data shows that art and photo are maintaining the retention and success rates consistently over the three years of information collected. 2013 seems to reflect that we are actually improving a small amount in all areas of measurement.

BAECON
Has course assessment data been regularly submitted for upload into TracDat over the past year? Only a few course assessments have been uploaded into TracDat over the past year.

If yes, explain the progress that has been made in regards to assessment data. Of those courses submitted, faculty have made some adjustments to their courses. For instance, in BADM 100, Introduction to Business Organizations, where student outcomes were below criteria, the instructor has been placing a greater emphasis on real-life situations and case studies. This will be assessed in the spring semester to determine if this has changed the outcomes. Students seem to understand much of the terminology that goes along with the subject, but find it confusing when applying the terminology and concepts.

If no, explain why and when data is expected to be uploaded. The faculty are still confused with and not familiar with this process. More dialog and training will be needed to bring this up to standards.

Is the program on track with its 6-year assessment plan? This is still a work-in-progress. The Department is still working on getting SLOs assessed on a regular schedule. Currently it is not fully implemented.

If no, explain why. Department Faculty are still learning the procedures and methods for completing SLO assessments and reporting. Overall, the Department understands what needs to be done, but the reporting now needs to be a part of our routine.

Course-Level Student Learning Outcomes
Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

The following courses were assessed: BADM 50, 51, 52, 100, 103, 109, 110, 142, 144, and Econ 102. This accounts for 48% of courses.
Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The types of assessment tools used were objective-type quizzes and tests, homework problems, test problems, quiz problems, PowerPoint presentations, written homework and exams, research, completing employment documents, group assignments, interviews, case studies, oral presentations, and written projects.

Objective quizzes and tests were typically multiple-choice questions. Some required calculations like in the accounting (BADM 103) and business math (BADM 142) courses.

Homework, quiz, and test problems are where students are typically given a scenario with financial figures and students had to solve the problem. These types of assessments were used in BADM 50, 51, 100, 103, 142, and Econ 102.

BADM 109 used a PowerPoint presentation as an assessment tool as a training session.

Written homework, quizzes, and tests were given in many courses. These were short-answer questions to essay questions. Some were take-home (homework) and others were completed in class.

BADM 100 and 144 utilized research tools to complete assignments and/or projects. The research was secondary where students used the Internet to compile data and correctly cite their sources. In addition, BADM 144 had students complete employment documents to meet the criteria of one of the SLO’s.

Group assignments, interviews, and case studies were used as assessment tools for BADM 52. Students had to work in groups to complete questions about motivation and empowerment techniques. In addition, students conducted a generational interview and reported results to the class in an oral presentation. Case studies were used to critically assess work systems and select appropriate action to resolve flaws in the process.

An individual project was conducted in BADM 100 on content such as finance, investing, and research, so students can apply these course topics to real-life, business related decisions.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Out of the courses turning in assessment results, 33 SLOs were assessed. Out of these, only 6% did not meet their criteria for success, which is generally 70% or higher. However, 40% of the assessments were in the 70% range, 45% were in the 80% range, and 9% were in the 90% range.

Improvements in instruction include revising current assessment methods to determine if the method is a reasonable assessment tool, to create additional/adjusted homework assignments to better reflect SLO assessment, and to add additional classroom discussions to enhance learning.
All courses in which SLOs were assessed found success with at least one SLO, and some found 100% student success rate.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

An example of a change is in the BADM 100 course. An SLO for this class is to “Apply the course content to real-life, business related situations. . .”. In this case, one topic is in the area of Operations Management and the role of an Operations Manager. This role includes planning the production process, location decision, the impact of technology in the production process, and the type of production system needed. After a PowerPoint discussion with the class, an 8 to 10 minute video was shown of an actual production facility producing stainless steel. During the video, the instructor paused the video when the overall facility was shown from an aerial view. The instructor pointed out the major concerns when making a location decision such as availability of power, transportation, and people. A power plant was located close by, waterways, rail, and trucks were pointed out for transportation, and a nearby town was shown as a source of potential employees. Students were very receptive and can now see how these concerns are addressed with the proper location of this plant.

In addition, the entire facility was primarily controlled by computer technology, and how efficient this is compared to doing most of this work with human labor.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

In the BADM 109 course, the SLO “compare and contrast methods of performance evaluation” was assessed in the spring 2013 semester and then again in the spring 2014. The results in the 2013 was 78% success. In the “Use of Results” part of the assessment form, the instructor was to add an online discussion forum on this topic to try and get more students to discuss this and share ideas for the next course offering. In the 2014 semester results, after the discussion forum was implemented, the student success rate increased to 88%.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

N/A

Enter any information that the above questions do not address.

N/A

Program-Level Program Learning Outcomes

List the PLOs for the program:

The Associate Science Degree Program Learning Outcomes (PLO’s) are:
1. Effectively use various channels of communication.

2. Successfully solve business related mathematical computations.

3. Apply ethical principles (behavior) in a business environment.

4. Demonstrate appropriate human relation skills in a work environment

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

All courses have at least one SLO that align with at least one PLO, and some have more. For instance, BADM 50 and 51 which is Applied Accounting I and II. There are four SLOs for each course. Out of the four, three align with PLO 2—Successfully solve business related mathematical computations.

A couple of other course SLOs related to PLOs are: BADM 52 SLO #6 is “Critically assess work systems and select appropriate action” aligns with PLO #4. BADM 100 has two SLOs that correspond with two PLOs; BADM 103—Financial Accounting, has three SLOs aligning with two PLOs; BADM 109 SLO #4 is “Assess the importance of career development, career development systems, and the role of human resource professionals in career management within an organization” aligns with PLO #4.

BADM 144—Business Communications, PLO #3 is “Compare a formal and/or informal report” is a match with PLO #1 of “Effectively use various channels of communication.” In BADM 110—Principles of Management, SLO #4 is “Analyze the ethical consequences of managerial decisions.” This will align with PLO #3 “Apply ethical principles in a business environment.”

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

One PLO is very evident in many classes that the Department teaches, referring to PLO #2: “Successfully solve business related mathematical computations”. This is a constant in all accounting courses and BADM 142—Business Mathematics, and is also used in BADM 100—Introduction to Business Organizations.

One assessment in BADM 100 was the use of Financial Ratios. These ratios are a valuable tool in evaluating the financial performance of a company. The instructor teaching this class reviewed the ratios in the textbook and then brought to class actual financial statements for Best Buy. The students were required to use standard financial ratio formulas, find the appropriate figures in the financial statements, and make the computations for two years’ worth of data. Students then had to evaluate the year to year ratio and explain which year ratio is better and why.

The results found that most students (79%) were able to use the formulas, make the correct calculation, and reasonably deduct which ratio was better and why. This scenario can be used in the Business Math class and accounting courses as well.
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

The Department members have dialoged about this. The results were that the assessment would not be used in the several courses but the instructor will create an assessment tool to effectively evaluate each PLO.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Applying real life situations in which students have a basic knowledge of can increase motivation on the part of the student. If the student has visited a business and you can bring in real-life situations related to that business, students may tend to view their courses as relevant. Students may complain that “Why do I have to know this, I will never use this again”, but when you can apply what the student is reading and discussing in class to a situation where they may have some knowledge, then the student may make the connection.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

N/A

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

There is currently no dedicated meeting and discussion time. However, this is now becoming obvious that this will be necessary to continue with a program of this type. In the past the topic has been brought up in several meetings, but most conversation seems to happen outside a formal meeting structure.

Enter any information that the above questions do not address.

N/A

Describe the trends in student retention, success, FTES, etc (see Student Enrollment data) within the program in the past year.

Click here to enter text.

**BET**

Has course assessment data been regularly submitted for upload into TracDat over the past year? Yes ☒ No

If yes, explain the progress that has been made in regards to assessment data.
All BET courses for the Fall 2013, Spring 2014, and Summer 2014 have been assessed and turned in.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?
☒ Yes ☐ No

If no, explain why.
Click here to enter text.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

<table>
<thead>
<tr>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>BET 77</td>
<td>BET 68</td>
<td>BET 77</td>
</tr>
<tr>
<td>BET 100</td>
<td>BET 118</td>
<td>BET 100</td>
</tr>
<tr>
<td>BET 101</td>
<td>BET 123T</td>
<td>BET 101</td>
</tr>
<tr>
<td>BET 104</td>
<td>BET124</td>
<td>BET 104</td>
</tr>
<tr>
<td>BET 107</td>
<td></td>
<td>BET 107</td>
</tr>
<tr>
<td>BET 112</td>
<td></td>
<td>BET 112</td>
</tr>
<tr>
<td>BET 122</td>
<td></td>
<td>BET 122</td>
</tr>
<tr>
<td>BET 131</td>
<td></td>
<td>BET 131</td>
</tr>
<tr>
<td>BET 133</td>
<td></td>
<td>BET 133</td>
</tr>
<tr>
<td>BET 136</td>
<td></td>
<td>BET 136</td>
</tr>
<tr>
<td>BET 137</td>
<td></td>
<td>BET 137</td>
</tr>
<tr>
<td>BET 141</td>
<td></td>
<td>BET 141</td>
</tr>
<tr>
<td>BET 142</td>
<td></td>
<td>BET 142</td>
</tr>
<tr>
<td>BET 143</td>
<td></td>
<td>BET 143</td>
</tr>
<tr>
<td>BET 145</td>
<td></td>
<td>BET 145</td>
</tr>
</tbody>
</table>

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

1. Quizzes, multiple choice, true/false provide an overall view of the students understanding of the theory and concepts presented in each course.

2. Projects and assignments prove feedback on how well the students are able to apply the concepts and theories in practice.
3. Timed writings provide how well students can apply speed and accuracy on writings and business documents.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

BET 122: A rubric to assess timed writing performance. On a scale of 1-5, 74% of students scored a 2 or better. This indicates that students are making adequate progress and in BET 122, a ten common multiple choice test was given to assess the students’ abilities to format business documents.

BET 68: Two multiple choice tests which 70% of students must score 75% or better. These tests allow the instructor to assess the students’ abilities to apply basic grammar rules and to use appropriate revision and proofreading symbols.

BET 104: Two-Three multiple choice tests which 70% of students must score 75% or better. These tests allow the instructor to assess the students’ abilities to create, format and save multiple business documents as well as apply advanced feature in Word.

BET 141: The summary of the data reflected results that students met the criteria for success. However, Learning Outcome 1: Start, view and work with Windows operating system reflected a lower percent of students meeting the 70% criteria (72%) in comparison with the other two outcomes which had results of 94% and 93% percent of the student scoring at 70% or above.

BET 77, 100, 101, 104, 107, 112, 118, 123T, 124, 131, 133, 136, 137, 142, 143, and 145 data indicated that students have been successful in all SLOs assessed.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

BET 122: For the first intended outcome, the students fell short of the 75% scoring 2 or better. The instructor will require an increased number of practices to help students build speed and accuracy. This class will be assessed again the spring of 2015.

BET 68: For the first intended outcome, the class did not meet the goal of 70% of students scoring 75% or better. A copy of the Gregg Reference Manual will be placed in the library so that students will have more examples of correct capitalization, punctuation and grammar.

BET 141: Additional assignments will be used to assess Outcome #1. The last assessment method for this outcome was primarily quizzes. The additional assignment will hopefully more accurately reflect the student’s mastery of the content. Assessment data for BET 141 will be collected for fall 2014 semester. An analysis of this data will show if the change mentioned will have improved student learning.
Give examples of courses in which loops of assessment have already been closed. Did the outcome of
the change implemented in the classroom improve student learning?

n/a

Describe how analysis of assessment results led to identification of new/continuing/increased allocation
of resources for the course.

n/a

Enter any information that the above questions do not address.

BET needs an open lab for both campus and online BET students. Students need more practice to
increase their skills and competency.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

1. Identify and apply appropriate features of MS Office computer applications to prepare correctly
   formatted business documents.

2. Demonstrate the ability to apply skills and procedures of office technologies.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this
alignment evident through mapping of the SLOs to the PLOs?

These PLO’s are directly supported by the SLO’s that are assessed with the use of multiple-choice,
true/false questions and assignments.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year.
What type of tool was used and how will the results provide the program with meaningful information
about student success?

**Assistant and Computer Systems II PLO Assessment Report**

PLO 1:

Method of Assessment: Department developed exam consisting of 20 multiple-choice and true/false
questions administered at end of capstone course.

Criteria for Success: 70% of students will achieve 75% or better

Data Results: 55% of students achieved 75% or better on this PLO
Action Plan: The success rate did not meet the criteria. Review of recommended preparation and prerequisites for courses comprising program, and departmental review of exam. Course material will be updated for the spring 2015 semester.

PLO 2:

Method of Assessment: Project requiring integration of office technology programs skills, and knowledge to produce complex documents

Criteria for Success: 70% of students will achieve 75% or better

Criteria for Success: 70% of students achieved 75% or better on this PLO

Action Plan: The success rate met the criteria. The criteria will remain the same.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

n/a

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Course material for BET 136 will be updated for the spring 2015 semester. The success rate will be assessed then.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

n/a

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

BET department meets through email and phone.

Enter any information that the above questions do not address.

n/a

Describe the trends in student retention, success, FTES, etc (see Student Enrollment data) within the program in the past year.

Retention:
Retention is very good for both online and campus classes at 93.5% being the best and 87.8% being the lowest over the years 2011-2013. These numbers are better than overall VVC numbers. BET 3.9% and the Institution at 1.1% for the 2014 spring semester. BET instructors work hard at
helping students which has become more difficult without the help of an instructional aide who is consistently in the BET department and can help students as needed.

BET department has moved some classes to online only which has increased the retention rate for these classes. These classes include: BET 136, BET 142, BET 143, BET 144, BET 145, BET 68, BET 74, BET 122, and BET 124. These classes were difficult to fill on campus and so were moved online which has proven to be very successful.

Overall Success Rate:
Student success rate for BET has dropped from spring 2012 at 70% to spring 2014 at 58%. BET has no open lab for students to come to. We did have an instructional aide but now we do not. We have two tutors which can help the campus students but rarely can BET help the online students. BET needs an open lab for all BET students to be able to increase their retention and success rates.

**BRE**
Has course assessment data been regularly submitted for upload into TracDat over the past year? Yes

If yes, explain the progress that has been made in regards to assessment data.

All courses in the Fall 2013, Spring 2014, and Summer 2014 have been assessed and turned in.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan? Yes

If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (Fall 2013 through Summer 2014).

The courses included BRE 100, BRE 101, BRE 110, BRE 120, BRE 121, BRE 127, BRE 139, BRE 140 and BRE 142.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?
The course assessments consist of multiple choice, multiple answer, and fill in the blank questions that measure the student’s knowledge, understanding, and/or comprehension of the principles of real estate, its laws, financing structures, and valuation concepts. The material contains questions dealing with vocabulary, math, situation evaluations, legal descriptions, the government’s role in our economy, etc. These not only provide meaningful feedback to instructors as to the performance level of students, and consequently reveal useful ways to know where to improve course effectiveness, they also mimic the format used for the Real Estate Salesperson’s license, the Real Estate Broker’s license and the California State Appraisers license.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

**Fall 2013**

**BRE 100**

**SLO 1**

In the hybrid course 75% of students that chose to participate in the assessments scored 60% or above. The other two online courses scored much better with 100% and 85%.

The three courses averaged a success rate of 86.7% of students that chose to participate in the assessments having scored 60% or above.

As with several documented semesters the online course students outperformed those taking the on campus class. The average score of 86.7% for the three courses exceeded the average results of 79.75% in the previous Spring semester.

Once again, as per a previous assessment the instructor reverted back to what worked well in earlier semesters. Although it’s doubtful that the changes had any impact on results the scores did improve by about 7% overall. Using the same instruction methods in the hybrid course as employed in the online courses, plus on campus lecture time with the instructor, the success rate dropped between 10 and 25% (depending on which of the online courses the hybrid course score is compared to).

The number of students that succeeded in the course exceeded our expectations. Since one group did very well and the hybrid course scored quite differently it suggests a wait and see approach and possibly a need to discuss decreasing on campus instruction in favor of online instruction. Although this is out of the control of the department it seems more and more clear with each semester that this department may benefit from an additional online presence.

It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

**SLO 2**
In the hybrid course 73% of students that chose to participate in the assessments scored 60% or above. The other two online courses scored much better with 89% and 92%.

The three courses averaged a success rate of 84.7% of students that chose to participate in the assessments having scored 60% or above.

Success in this assessment exceeded our expectations. The online course students once again outperformed those taking the on campus class. The average score of 84.7% for the three courses exceeded the average results of 82% in the previous Spring semester.

The assessments were reviewed and updated for accuracy and additional “alternative” discussion board topics were added to allow students to create additional topics in areas that interested them or in areas they wanted to discuss in a little more depth. This will be continued, although it is not known if it’s the reason for the increased scores in the online courses, since the scores didn’t increase in the hybrid course. The material in both the hybrid and online courses are essentially the same, as are the discussion boards and lectures/e-lectures. The only differences between the courses are the changes in demographics and that the more successful outcomes were once again created in the online courses. Assuming that all students are motivated to succeed, it’s difficult to know why the success results are higher in the online courses. Some thoughts, based on discussions with students, include the fact that we are becoming more of a tech centered culture and online courses are quickly becoming a preferred delivery system for very active/busy individuals. As in past semesters, students had a difficult time meeting in class at specific hours, and, as in past semesters, many students held down more than one job, or took every opportunity to interview for jobs, which took them away from the classroom setting. These problems and others that were shared with me are overcome by offering online courses. Perhaps that’s the reason the online courses continue to outperform the on campus classes.

Nevertheless, the instructor will continue to evaluate assessment results, which may be used to revise the relevance of content and delivery. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

BRE 101
Fall 2013
SLO 1

In the first eight week course an average of 82.5% of students who completed the assessment scored 60% or above as compared to 95% in the Spring semester.

We experienced an increase in success rate in the second eight week course with an average of 93% when compared to the average of 87.5% of students that completed the assessment in Spring and
scoring 60% or above.
This averaged a total of 86% of students successfully completed this assessment.

Although the first eight week online courses experienced active discussion board participation the results from the two courses couldn’t have been more different. In one of them the success rate was 94%, yet the other online course, taught in the same semester at the same time had a success rate of only 71%. Both scores are acceptable, but it helps demonstrate that you never really know what kind of student activity you’ll get from one class to the next, even when taught in the same semester. The second eight week course saw a success rate of 93%. Once again, these scores are very acceptable for this outcome. It was felt that no changes were needed this year as two of the three online courses far exceeded the results of the one course, creating an average success rate of 86%. It was felt that the low 71% score was due to a low participation rate in the discussion boards, which may have pulled down the scores in the assessments. There is no way of really knowing. Despite e-mails and phone messages to under-performing students the results did not improve for those that chose not to buckle down and study or solicit information from the instructor to better understand the material. Until they do we are only guessing as to how to help them. Nevertheless, a large majority of students in these combined classes, 86%, did quite well in this outcome. We will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
An average of 82.5% of students in the first eight week online courses met with success by scoring 60% or above, as compared to the 60.9% of students in the Spring semester.

The second eight week course resulted in a 92% success rate when compared to 78.57% of students in the Spring semester.

This averaged a total of 85.7% success rate for this outcome during the Fall semester, when compared to 69.74% in the Spring semester.

The first eight week course results were much higher than the student success rate in the Spring semester, exceeding the average by 15 to 20%.

These results may have increased because of the steps taken during the Spring session. At the time we thought there may have been some ambiguous questions on the assessments. As they were discovered these questions were modified, although we’ll never really know if that was the reason for the high scores this semester, since students in past years did quite well with these old questions, and others did not...but at least it’s a step taken. Also carried over from the last semester were additional reading assignments to enhance the students understanding of the material. Again, it’s not known if this is the reason for the increase in scores. The scores may have increased for the simple reason that the demographics of the student population in the course changed. Nevertheless, we will keep the changes in place. The average success rate for all three courses was 85.67% compared to 69.74% in the Spring
semester. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, as was done mid-semester small changes may be implemented when necessary.

BRE 139
Fall 2013
SLO 1
65% of students that chose to complete all assessments scored 60% or above compared to 75% in the Spring semester, compared to 60% in the Fall of 2012.

The results moved back down into a norm for this course. Students don’t seem to have a problem reading the material, but comprehension for many is an issue. As with previous semesters students often have difficulty articulating original thought without repeating economic “concepts” floated about in the media. Again, as in past semesters a clear understanding of the English language is a problem for a few students. Making themselves understood in the discussion boards and in class posed some difficulty for these few students.

Although it was thought last semester that these issues may have had some effect on the assessment scores, it’s still difficult to know. This is a more advanced topic and for some, its content is somewhat unexpected within the real estate curriculum. Although the results appear low, they are within reason given the difficulty of the topic. Changes are summarized in the last objective. The department will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary.

SLO 2
94% of students that chose to complete the assessments scored 60% or above compared to 76.9% in the Spring semester, compared to 85% in the Fall of 2012.

These results exceeded our expectation. The delivery method for the material was the same as in past semesters, but for whatever reason the material seemed to make more sense with this particular class demographic. Nevertheless, it was felt that some changes can be made, which are summarized in the next objective.

SLO 3
35% of students that chose to complete the assessments scored 60% or above compared to 46.2% in the Spring semester, compared to 38% in the Fall of 2012.

The assessments results were lower than the previous assessment of 46.2%, however this hybrid course still resulted in scores much lower than the full online courses taught in past semesters.

Once again this semester the instructor took more time developing the material, gave several examples of how the material is applied as well as topical examples that explained economic concepts. This method seemed to have a poor effect on these students when compared to other semesters. In previous semesters students asked if they could bring up their own topics in the discussion boards. This
element was put into use where students had the discretion to explore topics in more detail. Unfortunately, few students in this newest class took advantage of that option. E-lectures were added to all courses, including this one, but it’s too early to tell if they have any impact on learning.

English and comprehension seem to be a problem for some students. The instructor will take added efforts to improve scores by creating additional reading assignments that also include definitions of words to help improve comprehension. The reading assignments will be delivered to students in the form of handouts or e-mail delivered handouts on an as needed basis. Every assessment question is being reviewed to make them as easy to understand as when the material was presented in a lecture or an e-lecture. Along these lines, we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary.

BRE 142
Fall 2013
SLO 1
100% of students who completed the scored SLO assessments scored 60% or above compared to 95.65% of students in the Spring semester.
These results are 5% higher than the spring semester in 2013. The instructor continues to follow up with students that miss an assignment and encourages them to make it up and stay motivated to succeed in the goals they have set for themselves. As with the previous semester the only change in the course was the make-up of the students that took the course. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.
SLO 2

95% of students that completed the SLO assessments scored 60% or above compared to 78.26% of students in the Spring semester.
The scores are 22% higher than the previous semester. As with almost every semester this is probably due to a change in the demographics of students. Nevertheless, this department will continue to follow up with students that miss an assignment and encourage them to make it up and stay motivated to succeed in the goals they have set for themselves.

As stated in the last review, it was determined that if the trend establishes itself as one that is moving downward with some year over year consistency that steps will be taken to reverse that trend. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary.
Spring 2014
BRE 100
Spring 2014
SLO 1
In the first course 100% of students who completed the assessment scored 60% or above. In the second course 87.5% of students who completed the assessment scored 60% or above.

As per remarks made in the Spring 2013 review and the Fall 2013 review course delivery and material did not change as the results had met our expectations. In the Spring 2013 session an average of course sections had 79.75% students meet expectations. In the Fall 2013 session an average of course sections had 86.71% of students met expectations. No changes were implemented for the Spring 2014 session. An average of 93.75% of students completing the assessments scored 60% or more for SLO 1. The number of students that succeeded in the course again exceeded our expectations. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
Success in this assessment exceeded our expectations. The results in the first eight week course were about 11% higher than the previous assessment in Fall 2013 and they were 13% higher than in Spring 2013. The average of the two courses was 94.86%. Changes made to content delivery in 2013 didn’t meet our expectations in their first semester, however with this new set of students they did. Although it will never be known if the changes were responsible for the results or if it was the dynamic of a new population of students, the instructor will continue to evaluate assessment results, which may be used to revise the relevance of content and delivery. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

BRE 101
Spring 2014
SLO 1
In the first eight week course an average of 91.30% of students who completed the assessment scored 60% or above. In the second eight week course an average of 88% of students that completed the assessment scored 60% or above. This averaged a total of 89.65% of students successfully completed this assessment. This semester once again saw very active participation in the discussion boards and in communications between students and the instructor. However, what seemed to be needed last semester did not help improve results with this new collection of students. Unfortunately, the average success rate for the first
eight weeks fell from 95.8% in the Spring 2013 semester to 91.30% this year, but exceeded the Fall 2013 success rate by 8.8%. The second eight week course saw a different success rate of 88%, an increase of only .5% over the Spring 2013 period. The average success rate of both courses for Spring 2014 was 89.65% and exceeded the average of 86% in the Fall 2013 period but fell short of the 91.65% in the semester a year earlier. Nevertheless, these scores are very acceptable for this outcome. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
95.45% of students in the first eight week course scored 60% or above.
The second eight week course resulted in 95.52% of students successfully completing this assessment.

This averaged a total of 95.49% of students that successfully completed this assessment.

The first eight week course results of 95.45% were a vast improvement over the Spring 2013 results of 60.9%, or the Fall 2013 scores of 82.5%. The second eight week course also showed improvement with results of 95.52% when compared to the 78.57% success rate in the Spring 2013 semester and the 92% success rate in Fall 2013. Its average success rate was 95.49%, an increase of 9.79%.

Added reading assignments and the introduction of one or two student generated discussion board topics will be continued to help enhance the students understanding of the material. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, as was done mid-semester small changes may be implemented when necessary.

BRE 110
Spring 2014
SLO 1
100% of students who completed all assignments scored 60% or above

The course was last taught in Spring 2012. At that time SLO 1 found 87.68% of students met expectations. No changes were made to the course at that time.

SLO 2
100% of students who completed all assignments scored 60% or above

The course was last taught in Spring 2012. At that time SLO 2 found 88.93% of students met expectations. No changes were made to the course at that time. No changes will be made at this time

BRE 121
Spring 2014
SLO 1
95% of students who completed all assignment scored 60% or above.
It was not felt that adjustments or changes were needed at this time.

SLO 2
97% of students who completed all assignments scored 60% or above.
It was not felt that adjustments or changes were needed at this time.

BRE 127
Spring 2014
SLO 1
96.67% of students scored 60% or above.

This is a slight decrease from the previous assessment of 100%. Only one student scored less than the minimum of 60%. No changes were made in the presentation of the material or in the assessment criteria from the previous assessment. The only change was the mix of students involved. The assessment criteria will remain the same. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
100% of students scored 60% or above.

The results were the same as the previous semester. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

BRE 139
Spring 2014
SLO 1
73.68% of students who completed all assignments scored 60% or above.

This is an acceptable result for a difficult course. It is 1.32% lower than the previous Spring 2013 result, but it is 8.68% higher than the Fall 2013 results.

As in the past semester some students seem to struggle with language and the ability to articulate concepts or comprehend the reading the material. In an effort to improve results the assessment questions will be reviewed to make them as easy to understand as possible, without changing the context or meaning of them. Without question we should appreciate the higher results over the Fall 2013 semester. In addition to making the questions easier to understand for the summer session the department will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary.
SLO 2

78.94% of students who completed all assignments scored 60% or above.

As the material became a little more difficult the problems mentioned above became more apparent. The Spring 2013 semester showed a success rate of 76.9%. Although 78.94% is above expectations and above the spring semester results, it is still lower than the 94% success rate in Fall 2013. Some students having difficulty with the terms will continue to be asked more than once if they are experiencing difficulties with the material. (This solicitation was made multiple times this semester, by e-mail and in person.) As suggested in the last review, the instructor followed up and communicated numerous times with students having trouble. This coming semester (Summer 2014) the instructor will solicit information from students having difficulty, on how to help them succeed and will respond accordingly with individualized handouts or study methods created in conjunction with the student’s ability to describe their unique needs. We will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 3

78.94% of students who completed all assignments scored 60% or above.

The assessments results were much higher than the previous assessment of 46.2%. These results seem consistent with the overall results of the other two SLO’s for this semester. The need more help discussion boards may have helped a few students over some rough spots, so those will be continued. Additionally, the e-lectures were updated over the winter break and will continue to be available to enhance the in class lectures and discussions. We will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary

BRE 142
Spring 2014
SLO 1

80.90% of students who completed all assignments scored 60% or above.

Although the results were 13% higher during the last review, with a new demographic of students the results for Spring 2014 declined by 15% to 80.90%. The instructor continues to follow up with students that miss an assignment and encourages them to make up those assignments and stay motivated to succeed in the goals they have set for themselves. Although the numbers were low, the assessment results suggest that the majority of students know the material. Over 71% of students scored over 80% on the assessments. Only four students scored less than an acceptable level. Nevertheless, the assessments used to evaluate learning objectives for this course will be evaluated and revised if necessary, to reflect textbook and lecture/discussion board material. We will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated.
and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
84.20% of students who completed all assignments scored 60% or above.

Although the scores are 5.94% higher than the Spring 2013 course, they are almost 11% lower than the Fall 2013 semester that taught the same online course with the same delivery method, assignments, and tests. Where no changes were needed after the Fall 2013 semester, the change in student demographics certainly changed the outcome for the Spring 2014 semester. Of course there is no way to measure the enthusiasm held by students in the next semester this department will continue to follow up with students that miss an assignment and encourage them to make it up and stay motivated to succeed in the goals they have set for themselves. At this time the scores seem to go up and then down with every semester. It was determined that if the trend establishes itself as one that is moving downward with some year over year consistency that steps will be taken to reverse that trend. Other than continuing with its student follow up, reviewing all assessments for applicability to the textbook and lecture/discussion board material, it was felt that no additional changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

Summer 2014

BRE 100
Summer 2014
SLO 1

95.23% of students who completed all assignments scored 60% or above.
The number of students that succeeded in the course exceeded our expectations. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
95.45% of students who completed all assignments scored 60% or above.

Success in this assessment exceeded our expectations, The instructor will continue to evaluate assessment results, which may be used to revise the relevance of content and delivery. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.
SLO 1
An average of 88.89% of students who completed the assessment scored 60% or above. The active interaction between students and the instructor helped reinforce the textbook material and give it application; one of the main advantages of the discussion board. This summer course exceeded the results from the 2012 summer session by 3.89%, but, given the new demographic of students this summer’s results were 6.56% less than summer 2013. Although the course material is always the same and the delivery of the material is generally the same from semester to semester (depending on student needs and understanding), the student population always changes, thus giving different results from one semester to the next. Nevertheless, these results are very acceptable. It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 2
88.24% of students scored 60% or above. The summer results were 2.91% higher than the summer 2012 session and 3.24% higher than the summer 2013 session. We discontinued the additional reading assignments as mentioned in the last summer 2013 review, and results improved again. As we said before we wanted to see what would happen if the additional reading assignments were not employed in the summer session. Although the results improved by over 3% over last year’s results we can’t conclude that it was because of fewer reading assignments. We’ll probably never really know why the results improved. This assessment review is being prepared before the annual summer review of all assessment questions. It’s doubtful that changes will be made to correct any ambiguities, but that task is still to come.

It was felt that no changes were needed this year, but that we will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, as was done mid-semester small changes may be implemented when necessary.

SLO 1
61.11% of students who completed all assignments scored 60% or above.

Once again a different demographic of students brought on different results. The results this semester was 18.26% higher than last summer’s results, which were 42.85% of students scoring above expectations. This semester 61.11% scored 60% or better on the assessments, although 74% of students earned a grade of C or better for the entire course. As mentioned before, this course experiences dramatic highs and lows in grade distribution. Although we experienced tremendous interaction in the discussion boards, which tend to apply much of what is read in the text book, the results there did not translate well into higher scores in the assessments.
Once again make up assessment testing was available and extra credit was available throughout the semester, yet those students that needed these the most chose not to participate in them.

Discussing more of what influences change in population, political activities, regulations, etc seemed to have a positive effect when testing, although the scores improved, we’d still like to see something better than 4% below our expectations. We will continue to use the suggestions made during the 2013 summer course assessment, which improved scores by almost 20%, to see if we can improve these scores even more. Although there is no telling what results will take place with yet another student demographic.

SLO 2
73.60% of students who completed all assignments scored 60% or above.

The previous semester showed a success rate of 73.68%. This semester showed much the same results. The “create your own topic” discussion board was implemented. It was received enthusiastically, the results were positive, but much the same as in past semesters. As with each of the SLO’s multiple solicitations were made to students to write or call the instructor if they needed help on anything. Even though the students that chose to participate in the SLO assessments exceeded expectations, the results could be a little higher. An online presentation on how to study textbook material will be emphasized in future courses. Several low scoring students were sent e-mails or phoned and asked if there was more the instructor could do to help. The instructor offered to prepare individualized handouts on issues they had concerns with, but there were no requests.

We will continue monitoring the annual results until 2017, at which time the previous three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes may be implemented when necessary. Once again, no changes were made during this assessment period.

SLO 3
68.75% of students who completed all assignments scored 60% or above.

The assessments results were again higher than the previous assessment of 66.67%.

Last summer all assessments were reviewed for ambiguity and clarity, although this doesn’t seem to have translated well into improving scores that much. The interactive discussion boards, where they can create their own topics, are stimulating and have been well received this semester. Creating their own discussion board topics have improved scores in other courses, but didn’t seem to work with this course. Nevertheless, it will be continued, as the next student demographic will be different than this one and the results will likely change again. We'll have to see more of a trend develop to come to further conclusions. It was thought that additional reading assignments for students that were having problems would prove helpful. Those assignments would consist of publisher or instructor based materials to enhance understanding of specific topics. Offers will be made to students to receive that individualized material, but it will continue to be up to the student to advance their understanding of the material. We will continue monitoring the annual results until 2017, at which time the previous
three years of assessment trends will be evaluated and any necessary course restructure implemented. In the meantime, small changes as suggested above may be implemented when necessary.

Summary and Review:
When we average the semesters for the results above we discover the following.
For BRE 100, the average for SLO 1 is 91.89%. For SLO 2 it is 91.67%.
For BRE 101 the average for SLO 1 is 88.18%. For SLO 2 it is 89.81%.
For BRE 139 (the course that has little consistency in results from one semester to the next) the average for SLO 1 is 66.60%, for SLO 2 it is 82.18%, and for SLO 3 it is 60.89%.
For BRE 142 the average for SLO 1 is 93.63%. For SLO 2 it is 93.07%.
For BRE 110 the average for SLO 1 and SLO 2 is 100% each.
For BRE 121 the average for SLO 1 is 95% and for SLO 2 it is 97%.
For BRE 127 the average for SLO 1 is 96.67% and the average for SLO 2 is 100%.

If all the courses were averaged together, the discipline has an overall 89.77% success rate in this review period.

The course that has been modified, reviewed, and tweaked the most is BRE 139. To date we have spent more time on the SLO’s with additional in class lecture time, PowerPoint presentations (where appropriate), handouts (or added discussion board explanations) or e-mails, encouraged students not to miss class or their critical participation in the discussion boards. SLO 2 and 3 are mostly discussed in the later weeks of the course. Although the material is in the textbook it is not as easy to extract as the objectives in other courses. Some students tend to become distracted or busy with other things as the semester advances. This creates problems for students when they choose not to participate in some of the later lecture classes or discussion boards. The instructor contacts students by phone, by e-mail and by online announcements encouraging them to participate. Often promises of greater participation in class or in the boards often stop or slow to a crawl after census is taken. The discipline is not sure how to combat this.

With that said about BRE 139, 93.75% of all students that chose to enroll and complete all assignments in the course passed it. A great deal can be learned from the textbook, but even more can be learned from the lectures, e-lectures, and discussion boards, which is where many of the learning objections are discussed. Attendance and discussion board participation are key to understanding the material, especially in BRE 139. Without attendance it’s difficult to assess student comprehension making it even more difficult to help those that most need it. Unfortunately, instructors can’t make students attend. However, an effort will be made in this class to address the importance of discussion board participation in our summer sessions, and both classroom attendance and discussion board participation in our hybrid courses. These efforts will be made by use of a handout or e-mail that will be discussed in the first week of the course. Perhaps by separating this information from the syllabus it will have more meaning when they understand how it can affect their overall grade.
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

SLO 3 in the Fall 2013 BRE 139 course resulted in a 35% success rate. Although the instructor took more time modifying the material, and gave several examples of how the material is applied as well as topical examples that explained economic concepts; an approach that has had good results in the past, had a poor effect on these students when compared to other semesters. In previous semesters students asked if they could bring up their own topics in the discussion boards. This element was put into use in the Fall 2013 course, where students had the discretion to explore topics in more detail. Unfortunately, few students in the Fall 2013 course took advantage of the option that was suggested by previous students. E-lectures were added to all courses, including this one, to enhance the material, but again, the results suffered. It was decided that in the next course that these elements would remain and that additional reading assignments, or discussion board posts to specific students, or e-mails would be delivered to students that appeared to be having difficulty. Additionally, every assessment question was reviewed before the Spring 2014 semester to make them as easy to understand as when the material was presented in a lecture or an e-lecture. The “Need More Help discussion boards may have helped a few students over some rough spots in Spring 2014, so those will be continued. Additionally, the e-lectures were updated over the winter break and will continue to be available to enhance the in-class lectures and discussions. Success rates in the Spring 2014 course increased from 35% to 78.94%. Whether the changes caused the increase in scores for the Spring 2014 semester will never be known. Although they didn’t have a negative affect on this different collection of students.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

If you mean improve student learning for those students that have already completed the course and moved onto other courses then closing the loop will never be known. However, with the changes made to the BRE 139 course mentioned above, the scores were higher, but that could easily have been due to a change in student demographics as to anything else. We’ll never really know. We do know that the Summer 2014 session saw a negative turn around in SLO 3, despite the fact that the material was the same as in Spring 2014, when the numbers improved.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

None

Enter any information that the above questions do not address.

Click here to enter text.

Program-Level Program Learning Outcomes

List the PLOs for the program:
PLO 1: Effectively communicate real estate concepts with their peers and with those in the real estate industry.
PLO 2: Express and demonstrate a breadth of knowledge that deal with the principles of real estate, its laws, financing structures, and valuation concepts.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

These PLO’s are directly supported by the following SLO’s that are assessed with the use of unique multiple choice, multiple answer, and/or fill in the blank assessment questions. Examples were provided in 2012 for all courses of the kind of assessment questions that demonstrate the link to an SLO. It seems redundant to mention them all here again, however one example question follows. Courses that are crossed out do not apply to this time period.

BRE 61:
1. Develop an appraisal report that acts as a communication and decision making tool for use in investment decisions and litigation. **Applies to PLO 1 and 2.** For example, multiple choice questions or fill in the blank questions that deal with identifying the various types of appraisal reports or questions dealing with the content of reports such as demonstrating a knowledge of how a depth table is used or the market comparable methods used for farm properties.
2. Identify, define, and discuss adjustment procedures. **Applies to PLO 2**
3. Locate property on the surface of the earth. **Applies to PLO 1 and PLO 2**

The following represent the SLO’s for the courses taught and to which PLO they also link

BRE 100:
1. Distinguish between, identify, and describe the various documents used within the real estate industry. **Applies to PLO 1 and PLO 2**
2. Evaluate, describe, and explain the importance of controlling the nation’s money supply and how that money supply is distributed within the economy. **Applies to PLO 2**

BRE 101:
1. Identify and quantify the elements of a successful office operation. **Applies to PLO 1 and PLO 2**
2. Identify, describe, and differentiate between the various working practices of a real estate office. **Applies to PLO 1 and PLO 2**

BRE 110:
1. Recognize situations in which legal counsel should be sought. **Applies to PLO 2.**
2. Understand the rights and obligations licensees have under the law. **Applies to**
PLO 1.

BRE 120:

1. Relate appraisal theory and technique to the practice of real estate appraisal. Applies to PLO 1 and PLO 2
2. Demonstrate the application of the income approach to value. Applies to PLO 1

BRE 121:

1. Evaluate and explain the authority, purpose, and scope of the different types of appraisal licenses. Applies to PLO 1 and PLO 2
2. Demonstrate the application of the income approach to value. Applies to PLO 2

BRE 126:

1. Evaluate and explain the monetary system as applied by the Federal Reserve and the effect monetary policy has on the financial markets. Applies to PLO 1 and PLO 2
2. Identify, differentiate, and compare and contrast the fiduciary sources of financing, the types of loans available, and the various financial instruments used in the real estate industry. Applies to PLO 1 and PLO 2

BRE 127:

1. Identify and describe the processes and requirements of a successful office operation. Applies to PLO 1
2. Describe the realities of staffing and directing a real estate office. Applies to PLO 1

BRE 139:

1. Describe the factors that cause real estate uses or values to change. Applies to PLO 1 and PLO 2
2. Examine neighborhood concepts and describe the key characteristics of the various property types. Applies to PLO 1 and PLO 2
3. Identify and describe the ways that state and federal governments affect real estate. Applies to PLO 2

BRE 140:

1. Identify and describe the responsibilities of a property manager. Applies to PLO 1
2. Describe the elements of a sound landlord-tenant relationship. Applies to PLO 1

BRE 142:
1. Identify, define and describe the elements needed to market real property in a changing environment. **Applies to PLO 2**

2. Differentiate between marketing and salesmanship. **Applies to PLO 2.**

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year (Fall 2013 through Summer 2014). What type of tool was used and how will the results provide the program with meaningful information about student success?

The program assessments consist of multiple choice, multiple answer, and/or fill in the blank questions that measure the student’s knowledge, understanding, and/or comprehension of the principles of real estate, its laws, financing structures, and valuation concepts. The material contains questions dealing with vocabulary, math, situation evaluations, legal descriptions, the government’s role in our economy, etc. These not only provide meaningful feedback to instructors as to the performance level of students, and consequently reveal useful ways to know where to improve courses for program effectiveness, they also mimic the format used for the Real Estate Salesperson’s license, the Real Estate Broker’s license and the California State Appraisers license.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

Click here to enter text.

**How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?**

In the most recent PLO review, submitted June 14, 2014 in PLO 1, 84.43% of students demonstrated a fundamental understanding of the material. This is a 5.63% increase over the 2013 submission. The effective success rate of PLO 2 increased by about 9.78% to 73.73%. This is very acceptable, but the discipline will continue to emphasize the practices below and that it will continue to re-evaluate all assessment questions for clarity and ambiguity. The program is somewhat established by the course needs of the California Department of Real Estate. The discipline will continue to monitor program results. Nevertheless, in an attempt to improve these numbers even more over the next five years the department will continue the following practices:

1. Monitor assessment results and follow up with students having difficulty
2. Encourage students to e-mail instructors with questions and problems
3. Active participation in courses equals greater success. Instructors will continue to contact students by e-mail or phone call and encourage them to regularly participate in class discussions.
4. Instructors understand that they can do just so much to help students succeed. Ultimately, it is up to the student to take the additional steps to embrace their personal success. Nevertheless, students will be encouraged to contact instructors if they need help on concepts they simply do not understand; for help on study techniques; for ideas
on how to read textbook chapters for effect; and for an individual review of assessments after taking them.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

It hasn’t. No new resources are needed.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

This is a one full-time instructor department that has evaluated course results every year for over 16 years, and sporadically for several years before that. Generally these results were collected and evaluated during the summer months when there was time to do so. However, more recently it seems as if they are evaluated about every other month to meet the reporting requirements needed over the past four years. At the present time, the results of these evaluations have been pretty consistent with the results from years past, although modifications have been made from time to time to how the material is presented...lectures, handouts, overhead projections, PowerPoint presentations, topical examples, life experiences, etc, the results have generally remained consistent. The full-time instructor will continue with this evaluation process...hopefully once a year, during the summer.

Enter any information that the above questions do not address.

Click here to enter text.

COMJO

Has course assessment data been regularly submitted for upload into TracDat over the past year?

☑ Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data. During the Spring 2014 semester instructors teaching CMST-105, CMST-107, and CMST-109 were informed that assessments in the courses would be due a few weeks after the end of the semester. CMST-106 and CMST-108 are slated to be assessed following the Fall 2014 semester.

If no, explain why and when data is expected to be uploaded. Some of the 2014 assessments have been uploaded. To ensure the assessments are uploaded to SharePoint the department chair will send a follow-up email to faculty asking they be forwarded for upload.

Is the program on track with its 6-year assessment plan?

☑ Yes ☐ No

If no, explain why.

Click here to enter text.
Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

During the Spring 2014 semester instructors teaching CMST-105, CMST-107, and CMST-109 were informed that assessments in the courses would be due a few weeks after the end of the semester. CMST-106 and CMST-108 are slated to be assessed following the Fall 2014 semester.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Assessment types vary from instructor to instructor. In some cases quizzes and testing was conducted to obtain quantitative information regarding proficiency while other instructors rely on discussion boards, presentations, and papers using qualitative data to demonstrate understanding of course concepts including both theory and practice.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The findings are similar to the last assessment cycle in that on a department level students were able to demonstrate proficiency when the assignments were actually attempted. The findings suggest student understand what is expected of them and only experience negative outcomes if they fail to complete the assigned work.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In one case a public speaking instructor was looking to improve the quality of student presentations and to increase understanding of course requirements and improve student-to-student interaction in the classroom. As a result during a discussion with other public speaking instructors the opportunity arose to brainstorm and share ideas to keep class interesting and innovative in its approach. The remedy for this course was to incorporate an additional assignment that required public speaking students to work together for their final speech assignment. Fall 2014 is the first time this particular instructor implemented the change and the final results were an exceptional improvement over individual presentations. As a result students had a new found confidence and appear less intimidated by the task of speaking publically and probably more importantly, working together.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?
Due to the large number of part-time faculty in our department we have varying levels of experience in teaching as well as approaches to measuring student success. Instructors within the department have demonstrated they are more than willing to help instructors by sharing classroom experiences and other expertise with their fellow instructors. The climate in the department is welcoming and instructors freely ask for advice and suggestions when it is warranted.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

The Communication Studies department is fortunate to have the Communication Center as a resource for students, the department, and the campus as a whole. The mission of the center has been to assist students in the development of their oral communication, or public speaking skills. Currently in the fourth year of operation, the Communication Center continues to play a vital role in the development of these skills. Every instructor that has utilized the center for this purpose has reported higher quality finished products and higher student satisfaction with final outcome. Without the center students would be left to develop these skills on their own and those lacking technical skills would be less likely to embrace the technology available to them. Instead the Communication Center provides students with a space to get the instruction necessary to produce quality presentations while developing their public speaking skills. Student assistants provide peer evaluations and an opportunity to improve their assignments prior to presenting for a grade.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

Goal 1: Students will communicate ethically, responsibly, and effectively as local, national, international, and global citizens and leaders.
Goal 2: Students will communicate competently in groups and organizations.
Goal 3: Students will monitor and model interpersonal communication competence.
Goal 4: Students will possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The PLOs are a compilation of the SLOs for each course. Through the assessment process and reports course SLOs are related to PLOs to show the relation.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

Click here to enter text.
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

The department is in the process of developing a capstone class to address the success of PLOs.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

At this point there has not been a need for changes.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

We believe there is a need for a capstone class. After identifying students in the program and directing them into a capstone class we may be able to accurately assess student success in relation to PLOs and the department’s role in increasing student success.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Individuals involved meet throughout the semester to discuss SLO/PLO issues such as assessment, and impact of PLO/SLO in instruction.

Enter any information that the above questions do not address.

It is difficult to assess success of PLOs since students may take just one class in our department.

**ENGL**

Has course assessment data been regularly submitted for upload into TracDat over the past year?

☑ Yes ☐ No

If no, explain why and when data is expected to be uploaded.

Is the program on track with its 6-year assessment plan?

☑ Yes ☐ No

If no, explain why.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

We have collected data for English 50, 102, 104, 104H, 116, and 235 for the 2013-14 academic year. We are still collecting data for the remainder of the courses:
Fall 2013: English 10, 59, 61, 109, 210, 230, 232

Spring 2014: English 62, H102, 104, H104, 211, 225, 231

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

We use all the tools noted above, but most of our assessment is based on writing assignments. We look for improvement in our students’ ability to plan, organize, focus, and develop an argument, integrating more sophisticated ideas, sentence patterns, use of language, and source materials as the semester progresses. Our evaluation of student writing tells us which aspects of the reading and writing process we must review and adjust to improve student learning.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Much of the data we submitted has not been uploaded to either TrakDat or SharePoint in a method useful for evaluation and discussion at this time. Never-the-less, this year we focused our discussion on English 104, Critical Thinking, to address our concerns and the SLOAC committee’s challenge to departments to address VVC’s low ILO scores for critical thinking (Assessment Report, p. 5).

- Data reflected the lowest success on 3: Synthesize multiple texts and demonstrate sound logic to support an argument. The assessment tool is usually a researched essay. English 104 students need work on their evaluation skills, evaluating for credibility of sources and applying the sources to their own work.
- SLO assessment also reflects that students need more practice with SLO 1: Critique a text for logical fallacies. Students can sometimes find fallacies in discussions, paragraphs, etc., but bigger pieces are much harder because students don’t understand argument structure. Students need to learn to identify an argument so that they understand where it breaks down.
- Another difficulty is that students don’t read, and in English 104, they don’t read their assigned texts. Discussion indicates that a significant number of students simply either did not attempt the assignment or complete all steps required to pass successfully.

To address these issues department-wide, we will work on the following:

- a revision of our English 104 Course Outline to be more prescriptive within agreed expectations. For example, we might describe several (4-5) categories of writing from which various assignments can be selected; specify four essays and a project or five essays; specify a minimum page/word requirement; reading materials and types, and specify required MLA assignments. We may suggest a progression to ensure students receive enough practice to build skills and confidence necessary to succeed in SLOs 1 and 3. A sample assignment might be a comparative assignment of looking at two readings for logical fallacies in context: Swift and Koch? We want to ensure that
English 104 assignments are more challenging with use of research methods/types than those used in English 101.

- credibility of sources: this problem goes back to English 101. The English department should collect data from English 104 and go back to the 101 instructors to beef up their examination of sources in the course materials.
- lower the cap to 25 or insist that teachers keep to the cap of 28.
- write a letter to all department members clarifying our goals and invite all members to meet to discuss ways to “normalize” expectations and assignments and to discuss teaching/learning strategies in order to increase student success in English 104 and on VVC’s Critical Thinking ILO.
- work toward a more seminar and discussion style class.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

English 102 assessment indicates need for review of basic paragraph structure. One instructor noted that she has begun to spend class time reviewing and practicing these structures the first week of class, with particular emphasis on how to focus and develop paragraphs for short answers as well as essays, and other instructors agreed to integrate more of this kind of review next semester. These skills are covered in English 50, two levels below 102, which begs the question of what happens to students in between taking these two courses.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

The following discussion has been submitted by an instructor with reference to closing the loop in English 50: “In SP 2012, FA 2012, and SP 2013, the percentage of students who passed both quizzes (punctuation and grammar) was low. Consequently, I instituted a new practice for my SU and FA 2013 online classes. In addition to weekly reading assignments (essays, short stories, and so forth), students were required to read lecture notes and use self-tests focused on grammar and mechanics. Students also received credit for attending Writing Center workshops. However, despite these assignments, scores remained low. The primary problem appears to be that students are not being adequately prepared in elementary or high school. Many students enter VVC without a basic knowledge of grammar and punctuation, both of which are fundamental to composing academic essays. Consequently, I will continue to use assignments and supplemental activities such as these in order to help students acquire skills that they should have been taught prior to entering college.”

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

The VVC administration has never given us increased resources in support of any of our courses. However, because assessment results highlight the need to improve student learning in English 6 and in English 50 to better prepare students for freshman courses, the Basic Skills Committee, through the BSI
funds, allocated requested resources for Spring and Fall 2014 and for Spring 2015. These funds are used to imbed tutors in English 6 and to support a common, holistically graded assessment essay for all sections of English 50. We hope the new Student Success Initiative or another campus source will begin funding our projects in Fall 2015 since the BSI specifies that on-going projects must be integrated into the campus budget.

Enter any information that the above questions do not address.

We are presently collecting data to support anecdotal evidence that placing tutors in the English 6 classroom is positively impacting student learning by the tutors’ modeling appropriate learning and study skills, by offering individual help and co-leading small groups with the teacher; by conducting workshops or review sessions; and by working in the Writing Center so that students can follow-up with them. Our planning and evaluation sessions held together with the tutors have been enthusiastically attended and stimulated many new ideas. Dec. 5 we are holding our second department holistic evaluation of the common English 50 assessment essay. Last semester, 22 teachers participated and the discussion proved extremely valuable in our attempts to normalize scoring/grading practices and expectations for student success. We hope for increased participation this semester.

Through this discussion and other department meetings, we have concluded that our English 50 course outlines must be updated again, specifying more directly what kinds of writing students must practice, a minimum number of words/pages of writing required, and, if we vote to proceed, the permanent inclusion of the assessment essay.

We must host an orientation day for all our faculty, especially the adjunct, so that everyone becomes comfortable with integrating the changes into their syllabi.

Our department would prefer the following arrangement of SLO information so that it would be easier for the department to discuss:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Description of Assignment</th>
<th># of successful Students/assignments</th>
<th>Total # of students</th>
<th>% for successful students</th>
<th>Instructor Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #</td>
<td>Quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whatever</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We need it in Excel so that we can sort the information by SLO and assignment and therefore see the comments lined up and analyze the recommendations. We will make this suggestion to the SLOAC committee.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:
1. Read Critically: analyze texts (such as non-fiction, fiction, drama, and poetry) within the conventions of genre, language, and rhetorical devices; read college-level texts for main points and supporting material; understand rhetorical strategies used in college-level texts.

2. Think Critically: analyze a variety of sources for purpose, content and style; evaluate source material for reliability; select and synthesize source material to support an argument.

3. Write Effectively: produce a variety of college level writing projects which demonstrate an understanding of purpose, audience, coherence, clarity and style; assemble and synthesize diverse ideas from textual sources to create a unified essay, project, or oral presentation; assess, revise and edit writing projects to meet the conventions of academic discourse.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

All of our SLOs focus on reading critically, thinking critically, and writing well, and therefore clearly align with our PLOs. The mapping makes this clear.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

We will begin assessing PLOs when our transfer degree has been approved by the state and we can implement it. The degree was sent to the state for the second time on Nov. 26, 2014. Update: the transfer degree was approved by the State in Dec. 2014.

FRNL
Has course assessment data been regularly submitted for upload into TracDat over the past year? ☐ Yes ☑ No

If yes, explain the progress that has been made in regards to assessment data.
Click here to enter text.

If no, explain why and when data is expected to be uploaded.

Following the department’s 6-year calendar only one course, Spanish 102, required collecting data during Fall 2013 and it was collected; and only one course, Spanish 104, required collecting partial data during Spring 2014. Fall semester 2014 requires the collection of the remaining data for the rest of courses and this information is pending to be combined and analyzed. The uploading process of all our courses and their sections should take place during December 2014 and January 2015.

Update: So far all the Spanish courses (Spanish 101, 101A, 102, 104 and 125) scheduled to be assessed have been assessed and their information uploaded to Tracdat. Spanish courses assessment data includes courses taught exclusively by full-time faculty, by adjunct faculty only, or both faculty groups. French and ASL courses are being exclusively taught by adjunct faculty and they did not submit their assessment data.
Is the program on track with its 6-year assessment plan?
☑ Yes ☐ No

If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

During Spring 2014 all the SLO’s for Spanish 104 which had not been assessed before because this course had not been offered for several semesters, were assessed. Also the data for SLO’s 2 and 3 for Spanish 102 was collected and only requires to be uploaded. The equivalent data for French 102 SLO’s was not collected at the time, but it’s expected to be collected during the Fall 2014 semester. All the SLO’s for Spanish, French, ASL courses scheduled to be assessed during Fall 2014 are expected to be turned in to the Dept. Chair to be uploaded at the end of the semester.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

In the foreign language section of the department one tool and the same rubric is being used to assess each SLO. This means that all the instructors teaching one course will use the same section of the exam/assignment to assess each SLO in an effort to try to get the most accurate results. It does not prevent human variations, but it seems to be more reliable than each individual assessing each SLO according to his/her own criteria. Courses with only one section use the same rubrics as the most numerous ones, or as in the case of ASL courses, create their own.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

In general, in most aspects directly related to language instruction, such as language comprehension, reading and writing, the department’s results have been successful. The program is facing a challenge in one area. The cultural component of our Spanish program is the one slightly below our expectations. This is a widely recognized challenge not only for VVC faculty members, but for all the instructors of foreign languages due to how broad and abstract the concept is. After the last assessment in the fall of 2012 the instructors were encouraged to spend more time discussing these aspects in class, to change teaching strategies, and additionally, the assessing was changed from a True/False format to open ended answers requiring more critical thinking. The results of these changes will be evaluated by the assessing process taking place during the fall semester of 2014.
The data provided by the ASL instructors is not showing any deficiencies so far.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

See previous answer.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

This part of the assessment has not taken place yet. It will be completed after the data compiled during fall 2014 semester is completely evaluated.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

N/A

Enter any information that the above questions do not address.

N/A

Program-Level Program Learning Outcomes

List the PLOs for the program:

1. Communicate effectively in the target language.

2. Evaluate and use of appropriate communicative skills to create and compose meaningful messages.

3. Apply acquired knowledge of cultural diversity to different personal, social and economic bi-lingual environments.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

N/A

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

N/A
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

The department will be able to identify areas of improvement and develop strategies only after the results from Fall 2014 assessments are completed.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

N/A

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

N/A

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Currently there is no time devoted to discuss any of these subjects in the department. The need to have robust discussions of these and other issues important for the department including full-time and adjunct faculty is evident, but the department lacks the economic support that would allow this to happen. It’s impossible to expect adjunct faculty to participate in meetings without any remuneration. One addition to our budget for the following academic year is the request for funds to have at least a couple of meetings a year with the intention to define the department’s goals and strategies in the near future and unify academic practices within the department.

Enter any information that the above questions do not address.

N/A

GEOG

• Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

All sections of the following courses were assessed for Spring 2014.
GEOG 101
GEOG 101L
GEOG 102
GEOG 103
GEOG 104
GEOG 130
The assessment Plan was updated in June 2014 to conform to this reality. Fall 2014 courses have not yet been assessed.
Course-Level Student Learning Outcomes (all programs complete this section)

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

All sections of the following courses were assessed for Spring 2014.
GEOG 101
GEOG 101L
GEOG 102
GEOG 103
GEOG 104
GEOG 130

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Assessment tools utilized in the spring 2014 assessments include-
- Essay discussions
- Map id tests
- Multiple-choice quizzes and exams.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

An example of results of assessment driving student success includes assessment of Geog 101 onsite course students in the 2013 assessments. They did poorly on the assessment tests in 2013, and so a workbook manual of all the course materials and information was created in 2014 for these students. Subsequent SLO assessments in Spring 2014 indicated a higher rate of student success as a result.

- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

As specified above-The instructor created a workbook tailored to her lectures of all the course materials and assessments, and this tool helped students become more successful in future assessments done in Spring 2014.

- Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Geog 101, yes.

- Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.
The success of the workbook tool in Geography 101 lecture has indicated that a workbook of this nature be prepared for the Geog 101 lab class. And, this is listed as one of the goals for the Geography program.

**Program-Level Program Learning Outcomes (If applicable per the definition of programs)**

List the PLOs for the program:

GEOGRAPHY PROGRAM PLO’S

*Identify and describe basic concepts and patterns related to earth’s physical and cultural environment. KNOWLEDGE

*Demonstrate geographic literacy and written competency in the description and analysis of geographic themes. CRITICAL THINKING

*Demonstrate competency in utilizing the basic tools and techniques of data collection, display and analysis. APPLICATION

- Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

  Yes alignment is evident in the assessment documents which can be found in SharePoint.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

  Since the Victor Valley Geography program’s AA-T is on hold until further edits and has not been approved by the state as of this writing, no students have completed the program.

- If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

  Once the Geography AA-T is finalized and approved by the state, program assessments will occur as students complete the program. Many students who have taken multiple geography courses are pending as program participants.

- Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

  No
• How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

N/A

• Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

Since there is only 1 full-time and 1 adjunct instructor and she lives a distance, conversations occur by e-mail.

**HIST**

Has course assessment data been regularly submitted for upload into TracDat over the past year?

X Yes   □ No

If yes, explain the progress that has been made in regards to assessment data. History faculty have met regularly and via e-mail to discuss assessment data. The most recent meeting was Monday, November 24, 2014, to discuss assessment results from Spring 2014. The SLO and course revisions noted above are a direct result of analyzing the last assessment cycle, as well as bringing SLOs into line with the Program Learning Outcomes for History. Both full-time and Adjunct faculty were present at these meetings.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?

X Yes   □ No

All History faculty are aware of the History assessment plan.

If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

**Fall 2013:**

History 103

History 117

Honors History 117

History 130
Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

History courses at VVC emphasize substantial reading and writing assignments. Data generated from primarily essay assignments (exams, quizzes, essays, research papers) may be difficult to quantify, due to different interpretations of Historical events as well as different discipline emphases from the numerous professors teaching a variety of courses. History courses are assessed qualitatively, using a variety of methods as outlined below.

However, having said that, the following quantitative analysis/meaningful data can be construed from the past assessment cycle of Fall 2013-Spring 2014:

- Students are unprepared for research projects, and many do not possess the tools to complete short papers requiring independent thought and limited personal research into historical primary and secondary sources.
- Students are unprepared for essay exams; in World History 103/104 courses, the majority of students lacked analytical skills in chronological information, thematic information, geographical orientation, and focusing on important issues in the text and lecture materials.
- Reading comprehension and study skills are absent from the majority of students. Composition and general writing skills are not present in a high percentage of students in the US History and World History Survey courses. In the more specialized courses, the percentage of students possessing college-level English is sometimes higher, but overall, it is demonstrably evident that students in all History courses suffer from a lack of preparation.

Honors History 117 – essay exams, experiential assignments, research papers with oral presentation, group projects, in-class writing assignments, book reviews. These assessment tools addressed the course content, a specific semester theme (Fall 2014 – Art in History). The oral component helped develop verbal analytical skill, and prepared potential students who wished to participate in the Honors Transfer Conference in March 2015.
Honors History 118 -- Honors History 117 – essay exams, experiential assignments, in-class writing assignments, research papers with oral presentation, group projects, book reviews. These assessment tools addressed the course content, a specific semester theme (Spring 2014 – Literature in History). The oral component helped develop verbal analytical skill, and prepared potential students who wished to participate in the Honors Transfer Conference in March 2015.

History 155 – essay exams, group projects, in-class writing assignments, research papers; in the online sections, discussion boards, book reviews, multiple measures quizzes.

History 103 – essay exams, group projects, in-class writing assignments, research papers; in the online sections, discussion boards, book reviews, multiple measures quizzes.

History 104 -- essay exams, group projects, in-class writing assignments, research papers; in the online sections, discussion boards, book reviews, multiple measures quizzes.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

As noted in the previous section, the overall analysis of data from course level SLOs indicates that the primary reason for student non-completion or non-proficiency in History course is due to lack of college-level ability for analysis, composition, and information retention.

Also as noted above, there is a concerted effort to align all History SLOs to the PLOs. In addition, many History courses have had too many SLOs, some with repetitive concepts, so the major improvement in SLO assessment will be the revision of History course SLOs. This process should be completed by Spring 2015.

As an example of SLO proficiency, data indicates that online History courses are more successful in demonstrating proficiency in the course subject matter. History 155 students who complete the online section submitted assessments that were 10-20% more proficient in higher-level thinking and analysis; all the current SLOs saw this higher success rate. In both History 117 and 118 online, the history reader and connected assessment has, for several semesters, assessed higher than the equivalent onsite sections; this is particularly true in assessing SLO #3, which deals with race and gender issues.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

Based on the assessment results in the US History Honors courses, one substantial change made for the 2014-2015 academic year is the removal of group projects from the assessment list. Due to the small number of students in the Honors History courses, group projects become difficult to accomplish effectively. Instead of group projects, experiential assignments have been instituted, which combine individual work (written) with class discussion (and small group discussion if there are enough students
present). This assessment seems to be working well for the Honors History 117 (Fall 2014), and will be continued for the Honors 118 in Spring 2015.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

As noted above with the History Honors courses, the component of group projects in a small classroom setting did not fully or accurately assess collaborative activities. When the discussion of Fall 2014 Honors History 117 SLO assessments are done at the next History department meeting, preliminary data indicates that the students work better with experiential assessments that have a small group discussion component as well as individual work. Once the new SLOs for this course are processed through the VVC Curriculum Committee (in line with the History PLOs and the revised SLOs for Honors History 118), more exploration of this modified assessment will be able to be accomplished. This should occur in Fall 2015.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

For History, this is not applicable. History does not require additional resources at this time.

Enter any information that the above questions do not address.

It is imperative that class size for History courses be curriculum driven. At this time, History has classrooms that correspond to the 35 cap in curriculum for non-Honors courses. To ensure the best quality education in History courses, due to the intensive reading and writing required in a college-level History course, the department has determined that 35 is the optimum number for the 100-series courses.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

Program Learning Outcomes (for programs that offer degrees and/or certificates):

1. Students should be able to identify and analyze key historical terms, including historiographical contexts.
2. Students should be able to discuss significant people, institutions and events, using primary and secondary source materials.
3. Students should be able to demonstrate analytical skills in interpreting historical documents and source materials to construct logical arguments about past events and their impact on the future.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?
In the course revision process outlined elsewhere in this document, concentrated efforts to directly relate History SLOs to the PLOs. For example, in History 117/117H and History 118/118H, the first SLO relates directly to PLO #1, with additions for the Honors courses reflecting the higher level of analytical skill required in those classes. History 130 and 131 have also been revised to reflect History PLOs.

Work will begin to align History 155 and the World History Survey courses (103/104) more directly with the PLOs in the next year. By Spring 2016, all active History courses will be aligned with the PLOs for History.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

Unfortunately, History has not been provided with student data to implement authentic PLO assessment, despite repeated requests. Unless History has the names of students who are engaged in the History AD-T degree, the program cannot institute assessment.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

Once History is provided the necessary data, there is a plan to create a digital drop box for History AD-T students to submit work (portfolio) for instructor review. This potential process could clearly and easily determine if students were meeting the standards outlined in the PLOs.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Please see above.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Please see above.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

PLOs have been discussed at History faculty meetings, especially the challenges History has faced in implementing authentic PLO assessment with a lack of data required to institute assessment.

Enter any information that the above questions do not address.

History is very disappointed that we have not received data to begin the process of assessing PLOs, especially in light of our AD-T degree. Hopefully, this lack of student data will be rectified in the next academic year.
HON

Has course assessment data been regularly submitted for upload into TracDat over the past year?
☐ Yes ☒ No

If yes, explain the progress that has been made in regards to assessment data.
Click here to enter text.

If no, explain why and when data is expected to be uploaded.
We are starting to employ program review methods, and that information will start showing as a program in the fall of 2015. It is important to remember that honors is a cross-curricular program; the data for different disciplines have been uploaded through their disciplines, and we will start assessing them as a program in the spring.

Is the program on track with its 6-year assessment plan?
☐ Yes ☒ No

If no, explain why.
Shortness of staffing and the lack of a committee have contributed to the reality that program review for the honors program is essentially starting now.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

All the course SLOs have been assessed through their respective disciplines rather than under the purview of the honors program.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

As honors includes disciplines from the sciences and the humanities, assessment has been largely determined by the departments themselves. This includes quizzes, projects, portfolios, and written assignments, just as it would for the regular sections of the classes. What distinguishes Honors classes is that the assignments have greater expectations of depth and individual initiative. The major method of developing, and thus assessing, this depth is research. Honors research in the sciences will usually entail some original hypothesis; in the humanities, it will usually mean a research paper. Either way, the work is self-directed rather than teacher-driven, and the process aims to wean the student off instructional dependency.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?
Since the data are collected by individual departments rather than the program as a whole, we will create a mechanism to bring results from disparate disciplines together into a programmatic whole. The goal is to meet with the chair of the Program Review Committee to facilitate methods to do so without interfering with departmental prerogative.

**Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?**

In Honors History 117 (Pre-Civil War), assessment told the instructor that students were not producing adequately documented work. She instituted workshops on documentation that brought good results.

In Honors English 104 (Critical Thinking), assessment told the instructor that students were unclear what the overall ideas were in their research. He now requires them to write 250-word abstracts of their research. This forces them to put longer research into shorter form, giving them more clarity about their overall purposes.

In Honors Math 105, assessment suggested that ideas were not being fully thought through. The instructor had students start writing paragraphs to explain their logic, which he then transferred back to the original work.

**Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?**

Since English has more courses than any other discipline, the assessment has been most pronounced there. The English 104H course is part of the loop-closing process of all 104 classes, which the department uses to assess the success of the departmental SLOs. In the Honors program, we plan to eventually make a capstone project—a research or seminar course that requires the student to employ all the methods and approaches into a single culminating work.

**Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.**

Analysis of assessment results is presently under the purview of individual instructors and departments. The Honors program will consult with the Program Review Chair to find methods of assessing across the curriculum.

**Enter any information that the above questions do not address.**

A central need for improvement in the Honors program appears in its gathering of cross-curricular data. We will consult with the Program Review Chair and with chairs of individual departments to facilitate improvement.

**Program-Level Program Learning Outcomes**
List the PLOs for the program:

1. By completion of the program, students will build a solid grounding in the methods of intellectual discussion and research.

2. By completion of the program, students will develop strong critical thinking skills.

3. By completion of the program, students will learn the processes involved in conferences.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

SLOs for Honors courses are largely the same as those for the corresponding courses. All will emphasize critical thinking and research. The distinctive ways that Honors SLOs accentuate intellectual discussion and research (PLO 1) is that smaller classes make for greater discussion. With fewer people in the room, often students who would be reticent in a larger venue thrive with a smaller, more cohesive group. Since the make-up of an Honors class tends toward those who are more inquisitive and individually motivated, discussion also takes a less doctrinaire method. In a regular class, students often do not feel free to follow a quirky tangent, but the more congenial atmosphere of an Honors class often encourages students to follow up on the odd thought that often produces thought-provoking critical analysis (PLO 2). The research conference component (PLO 3) has been enhanced by Honors students presenting their original research in the HTCC research conference held every spring, in which our program’s participation has been gradually increasing, from a low of one student presenter to a high of nine.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The biggest measure for PLOs 1 and 2 in the individual classes has been the students’ grades. The major measurement for PLO 3 comes with participation in the Irvine conference, which has more than doubled in the last five years.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.
The committee has discussed a capstone requirement. This would have students work on original research that would bring together the methods of all they have learned in the time they have been in the program and put them forward in a self-directed work. This will not be available this coming semester but is considered for the future.

The Honors Program is moving to collect data from classes across the curriculum and bring them into a singular means of program success measurement. We plan to include in this the number of students passing courses, the number of students in the honors program, the number who have completed the program, and the number who transfer, among other measurements.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

SLO mapping will come with liaison with the individual departments. Informal, ongoing and robust discussions between individual instructors has led to several changes in practices. In the humanities, VVC Honors instructors are insisting on more writing and deeper thought than five years ago. In the sciences, Honors classes have instituted group work projects inspired by studying topics of research in Building Bridges, the selected abstracts of the HTCC research conference, a publication which the VVC Honors coordinator edits. Through the HTCC, Honors instructors at VVC have also attended symposia that discuss best practices and over-arching issues of teaching in general and Honors teaching in particular.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Assessments have identified a shortage of resources. Since the Honors program has no budget, it has difficulty expanding. The only conference students can afford to attend is the HTCC conference, which cuts them off from the wider possibilities of Western Regionals and the National Collegiate Honors Conference (NCHC). It has also been more difficult making outreach to local schools.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

SLOs are covered under distinct departments, and PLOs are largely discussed during committee meetings as part of some larger educational concern, such as how we are going to prepare our students to better face the challenges they will have when they transfer to larger universities. As a result of participation in the HTCC, Honors instructors are discussing these not only within departments or VVC itself but with instructors from around the state.

Enter any information that the above questions do not address.

Click here to enter text.
LIBR

*This program submitted their program review in pdf format, therefore, technical difficulties were experienced in transferring information into this report.

Has course assessment data been regularly submitted for upload into TracDat over the past year?  
Yes No

If yes, explain the progress that has been made in regards to assessment data.

The library assesses the student learning outcomes for the information competency program each semester, the results are stored in our shared library network drive but not uploaded to TracDat.

If no, explain why and when data is expected to be uploaded.

8

The library does not currently offer any stand-alone courses. The library assesses student learning outcomes for its information competency instruction program through a pre- and post-test built into the skills-based workbook completed by all English 101 students (and students who have completed English 101 at other institutions.) The assessment results are stored in the library’s shared network drive.

Is the program on track with its 6-year assessment plan? Yes No

If no, explain why.

NOTE: the information regarding student enrollment data and assessment below will be used to populate the public assessment report for the College. DO NOT include personal information such as employee names, student names/IDs, Faculty IDs, phone numbers, SSNs, etc.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

The library’s instruction program is assessed each semester through an online pre- and post-test given as part of the information competency workbook.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The assessment tool is a multiple choice quiz that is linked from the library’s web page and delivered via Google forms. Students take a pre-test before completing the workbook, then take a post-test after completing the workbook to provide us with insight into information competency concepts that we may need to expand upon in our instruction sessions or in the workbook.
content. The assessment questions are linked to the student learning outcomes for the information competency program and cover the following concepts:

- Identifying effective strategies for getting started with the research process;
- Utilizing research tools to locate and retrieve scholarly journal articles;
- Identifying parts of a bibliographic record;
- Evaluating Internet sources;
- Citing sources and avoiding plagiarism.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Fall 2013: 737 students completed the pre-test and 578 students completed the post-test. Librarians determined that students increased their knowledge of the research process after completing the information competency workbook, since the number of correct answers increased in all areas on the post-test. The greatest improvement was on a question about the best source for accessing scholarly journal articles; only 70.1% answered correctly on the pre-test, with an increase to 98.4% correct on the post-test. We attribute the increase to the fact that the workbook requires hands-on searching of a periodical database to locate scholarly journal articles. The workbook also teaches students to distinguish scholarly journal articles from magazines and newspaper sources.

Spring 2014: 878 students completed the pre-test and 673 students completed the post-test. Results were very similar to Fall 2013: correct answers increased in all areas after students completed the information competency workbook. Once again, only 66% of students answered correctly on the pre-test question about the best source for accessing scholarly journals, with an improvement to 97% correct on the post-test.

Summer 2014: 105 students completed the pre-test and 83 students completed the post-test. Results were similar to the previous two semesters. Students improved in their knowledge of research skills and sources after completing the instruction session and workbook.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?
Previous assessments showed that students were not familiar with terminology like “subject heading” as used in bibliographic records, so we added a diagram to the workbooks identifying the different parts of a catalog record.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

One of the multiple choice questions asked students to identify the location in the library where an item would be found, according to the bibliographic record in the catalog. Students recognized the location field of the record, so we closed the loop and added a new question to the assessments.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Not applicable.

Enter any information that the above questions do not address.

10

Click here to enter text.

Program-Level Program Learning Outcomes

List the PLOs for the program:

Although the library does not offer a degree or certificates, it has a program learning outcome that is tied to the college’s General Education Learning Outcomes and Institutional Learning Outcomes.

✓ Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and use library and information resources within the guidelines of academic standards to meet collegiate and personal information needs.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The PLO is directly based on the learning outcomes for information competency.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?
The library's PLO has been assessed by asking English 101 students to evaluate how useful the workbook was in preparing them for future research projects and through widely distributed student surveys that evaluate the library’s instruction program.

11

Student survey: The library class instruction sessions have increased my understanding of the library and research for class assignments.

Strongly Agree

72

38%

Agree

54

29%

Disagree

5

3%

Strongly Disagree

2

1%

N/A

56

30%

Workbook Evaluation: “How useful do you think the information covered in the workbook will be in helping you to complete future research projects?

Fall 2013

Spring 2014

Summer 2014

Extremely Useful
45.3%
40%
54%
Very Useful
33%
34%
20%
Useful
15.7%
18%
19%
Somewhat Useful
4.8%
7%
2%
Not Useful
1%
1%
4%
12

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

PLO Assessment Measure Data Collection Method

Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs
English 101 information competency pre- and post-test

Online, multiple choice test

Reference: one-on-one instruction at the reference desk

Annual usage statistics

Instruction: library instruction for classes across curriculum

Annual usage statistics

Student perception of improved ability to find, evaluate and use information resources

Student survey

Student rating of usefulness and/or satisfaction of reference assistance

Student survey

Usability and added content value of the library’s web page for research support for distance learners and on campus students

Student survey and web page statistics

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Librarians apply the information competency student learning outcomes for basic library research skills in all instruction sessions, so that we are teaching the same skills in subject-specific classes such as child development, sociology, computer information science, etc. Instruction and resources are tailored to the specific class research topics, so students are introduced to foundational information literacy skills as applied to their subject area.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

The library must provide a collection of materials in diverse formats to support curriculum across the institution in order to promote student learning and meet accreditation standards.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Librarians work together in the library on a daily basis and assessment data is discussed as needed, when reports are compiled and when we update the information competency workbook.
Enter any information that the above questions do not address.

The library’s PLO is aligned with the college mission, see chart below.

13

VVC Library Mission and Program SLO Aligned with College Mission

College Mission

Library Mission

Library Program SLO The mission of Victor Valley College is to: The mission of the Library is to support and assist the institution, its students, faculty, and administration in attaining the educational goals stated in the College’s Mission Statement. The Library will carry out this function by providing access to a diverse collection of print and electronic resources and an integrated program of service, resource management, assessment, and instruction for information literacy. (Library Mission) Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs. (Library PLO)

CULTIVATE - intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

The library is supportive and responsive to cultivating intellectual growth, cultural enrichment, and social responsibility through services, events, resources.

Students learn to obtain and apply information to meet particular needs through library resources including careers/employment, citizenship and GED exams, and English language acquisition.

CREATE - exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy. The library provides individual and course-related information competency learning opportunities so that students can become critical users of information and lifelong learners. Students demonstrate information competency and lifelong learning skills through their ability to effectively acquire, interpret, critically evaluate, and apply information with some understanding of its ethical and legal ramifications.

EMBRACE - difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

The library contributes to the college's mission by providing collections, services, and instruction supportive and responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds.
Students build understanding and appreciation for diversity and cultures through the practice of using library resources, services, and facilities. INSPIRE - innovative teaching and service with imaginative users of collaboration and technology, fostering vibrant programs that are measurable effective in addressing student learning and community needs. The library strives to provide equal access to print and electronic materials and to develop services, including distance learning services, for students with a wide range of learning styles and comprehension levels. Students build on technology skills by using the library computers for research, participating in library instruction classes, and learning to navigate the library website to utilize electronic resources.

EMPOWER – each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

The library strives to provide students with quality resources and services to support academic integrity and personal growth.

Students communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.

Last Modified: January 7, 2014

14

Describe the trends in student retention, success, FTES, etc (see Student Enrollment data) within the program in the past year.

Click here to enter text.

GUID

Has course assessment data been regularly submitted for upload into TracDat over the past year?

XYes  □ No

If yes, explain the progress that has been made in regards to assessment data. We need to submit the assessments in a more timely manner. We get them submitted but not as early as we should.

If no, explain why and when data is expected to be uploaded.

Click here to enter text.

Is the program on track with its 6-year assessment plan?

XYes  □ No

If no, explain why.

Click here to enter text.
Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

Guidance 50, 51, 55, 56, 100, 101, 107

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Different assessment tools are used in different classes however, we try to be consistent with the tools used in the same course. These tools vary from surveys, to in class presentations, quizzes, exams, journals, and more. The SLO assessments are attached. Instructors are able to gage whether or not students are meeting the course SLOs by using these tools.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Based on the data submitted for spring 2014 and fall 2014, the majority of students are meeting the SLOs. During the spring 2014 term, in Guidance 100 it was noted that while 90% of the students could identify the cornerstones of career placement, only 44% could articulate why each of these plays a key role in career success.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In Guidance 100, there was an improvement from 44% (spring 2014) as stated above to 66% (fall 2014). A power point was used which placed more emphasis on definitions.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

See above statement.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Not aware of any allocation of resources for Guidance courses.

Enter any information that the above questions do not address.

Click here to enter text.
MUN

Has course assessment data been regularly submitted for upload into TracDat over the past year?  
☑ Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data.  
Beginning in the Spring 2012 term and continuing every semester through the current Fall 2013 term, every MUN course was assessed.

If no, explain why and when data is expected to be uploaded.  
Click here to enter text.

Is the program on track with its 6-year assessment plan?  
☐ Yes ☑ No

If no, explain why.  
The goals for the MUN program have not yet been properly defined. Given this, they have not yet been properly integrated with educational master planning. The course offerings, through their respective disciplines’ goals, have been integrated. However, developing an interdisciplinary set of goals would be appropriate.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

The MUN Program at Victor Valley College has two major courses. These courses include:

POL 211-Global Issues

POL 221-Model United Nations

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Various tools were utilized in the assessments for the various courses. For the POLS 221 course we use both objective exams and a rubric for classroom participation. POLS 211 was assessed in Spring 2014 using selected questions from the midterm and final exams.

The assessments allow us to see consistent areas of deficiency. This process allows us to focus on remedies for particular deficiencies.
Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

For POLS 211, the students reached the 70% target proficiency in four out of six assessed SLOs. The remaining two SLOs were short only by a few percentage points in meeting the 70% target. The course was last assessed in Spring 2014. It will be assessed again in Spring 2016.

For POLS 221, the students reached the 70% target proficiency in two of the three assessed SLOs. The SLO that was not reached needed significant improvement.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

A good example is giving POLS 211 and POLS 221 a zero-cap for the Spring semesters. For the Fall semesters, open enrollment for the courses often means that some students enroll for credits, rather than for participation in the MUN program. Given the highly selective nature of the conferences, requiring that the students enroll with the instructor’s permission has improved the quality of students in the program.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

For the POLS 221 course, the three SLOs have been assessed several times. Conversations between the instructor and the discipline facilitator have led to several changes in the assessment instruments. The revised assessments were implemented in Fall 2014.

For the 211 course, the six SLOs were assessed in Spring 2014. The assessment instruments will have to change as the nature of the course has changed. The instructor and the discipline facilitator are working on changing the assessment instruments.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

We have identified a new allocation of resources from the assessments. Faculty are in agreement for requesting a part-time instructional assistant that can run the research portions of the program.

Enter any information that the above questions do not address.

N/A

**Program-Level Program Learning Outcomes**

List the PLOs for the program:
There are two Program Learning Outcomes for the Model United Nations program:

1. Model United Nations students will demonstrate substantive knowledge of basic international issues and specific country policies.

2. Model United Nations students will demonstrate the ability to think critically about international issues and be able to formulate prescriptive policies and evaluate argument and hypotheses based on these prescriptions.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The mapping of the SLOs to the PLOs is identified through the SLO Assessment templates turned in to the Office of Institutional Effectiveness. Below is the mapping of SLOs to PLOs:

<table>
<thead>
<tr>
<th>PLO #1</th>
<th>PLO #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 211</td>
<td>SLO #1, 2, 3, 4</td>
</tr>
<tr>
<td>POLS 221</td>
<td>SLO #1</td>
</tr>
</tbody>
</table>

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The faculty will develop assessments for program level outcomes. Hopefully, that will be in the Spring 2015 semester and implemented in Fall 2015 for the new cohort of MUN students.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

For the time being, the faculty use the SLO assessments for evaluation purposes.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Unique PLOs have not yet been assessed. Once we assess PLOs, we can then see how we can increase student success.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

PLOs have not been assessed yet. SLO assessments guide us in identification of resources.
Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

The faculty involved with MUN meet twice a year to discuss SLO assessments from the previous semesters. We look at trends and seek how close the loop on the assessment cycle.

Enter any information that the above questions do not address.

N/A

MUSC
Has course assessment data been regularly submitted for upload into TracDat over the past year?
☐ XYes ☐ No, refer to the previous PRAISE and Annual Update(s)

Explain the progress that has been made in regards to assessment data. The Spring 2014 data has been entered in part and will be completed by Feb. 1, 2015. The Fall 2014 data is currently being collected and will be posted up during Feb. 2015 following the departmental meeting early February to discuss the latest SLO assessments.

Describe the trends in student retention, success, FTES, etc (see PRE’s) within the program in the past year.

Click here to enter text.

2013-Spring 2014 Assessment Dialog
Victor Valley College
Instructional Program Review/SLOAC

Course-Level Student Learning Outcomes

The most effective part of all of the SLO work has been the renewed interest on the part of the faculty in how best to teach students, and how to work together to do that, most particularly in the multi-section courses taught by a number of different faculty. We have had a program wide meeting each semester to discuss the outcomes of all SLOs and to map strategies to improve both SLOs and assessment processes where it was necessary. Program meetings for this cycle were conducted on 1/31/14 and 8/21/14

Identify the courses that were assessed on the course level (SLO) within the 2013 year (spring through fall).

All courses that were actually taught in fall 2013 and Spring 2014 had at least one SLO assessed according to the Six Year Assessment Calendar. The Assessment Calendar (time plan) was in November,
2013 to allow for a more even distribution of assessments and more time to consider possible changes to instruction based on the outcomes of assessments.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The assessment tools include particular exam questions or short quizzes in classes such as 100, 101, 116, 117, 118. The performance lab based classes 104, 105 204, 205 have augmented the previous practice of using only computer based performance exams to including face time performance exams in sight singing, ear training and dictation. This change was due in part to the weak assessment scores of students under the former course structure. These courses have now transitioned from open lab to a weekly face time class session in addition to the lab. The Music theory track 102, 103, 202, 204 uses a combination of exams and music composition projects which demonstrate mastery over the full range of course content for any given semester and the integration of that content with the courses that proceeded it. The music composition project connected to the capstone 204 class will also be used as the measurement for the music theory PLO once the ADT in music comes fully one line.

The performance based classes, piano--110, 111, 210, 211; Voice 122, 123, 222, 223; Guitar 124, 125; use individual student performances to demonstrate mastery of course concepts and practices. In the voice classes, performances are recorded through digital video for the student to do a self analysis according to rubrics provided by the instructor. The applied studies (individual lessons) classes 120A/B, 220A/B use “juried” individual performances before the music faculty to determine both competence and recommendation for continuing in the music program. This permits immediate feedback by this group of faculty to the music transfer majors on their progress and areas where they may need improvement. The music ensembles 126, 130, 131, 132, 134, 135, 136, 139, 141, 143, 144, 145, 147 all use some form of public concert performance(s) which is digitally recorded and then evaluated by the instructor, often in conjunction with group input during the playback sessions. These assessments are based in part on performance norms established by the various music organizations such as the American Choral Directors Association, MENC, and College Band Directors Association.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The following courses indicated areas for improvement in the SLOs assessed: 100, 101, 104, 105, 116, 117, 204, 205. The following courses should areas for improvement in some of the SLOs assessed: 116, 118, 124. The following courses demonstrate a range from competence to mastery in all SLOs assessed: 110, 111, 120A/B, 123, 125, 126, 130, 131, 123, 136, 139, 141, 143, 144, 145, 147, 202, 203, 210, 211, 220A/B, 222, 223. It is instructive to note that the courses with most need for improvement are mostly gen ed humanities type courses—100, 101, 116, 117—in which students are not as focused or self-motivated for mastery as those in the specialized music course track or the performance groups.
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

The musicianship/sight singing course set 104, 105, 204, 205, which has utilized a computer lab only approach for some years has not generated the consistent mastery of skills desired for music majors. The course set is being revised to include a face time class session each week combined with a cloud based lab activity, beginning Fall, 2013. This has demonstrated solid improvement in the assessment scores for 104, 105, and 204 from the 50% competent range to the 75-80% competent range. 205 was taught for the first time in several years in fall 2014 so there is no “official” previous assessment to compare it with, though it also demonstrated competence from all students.

Music 100 faculty agreed that the results of SLO evaluations were lower than desired. After much discussion, they concluded that the situation could be remedied by refined classroom teaching and that current testing means were adequate for appraisal of SLOs #1 and #2. There was also unanimous consensus that multiple choice testing be used for evaluating SLOs #3 and #4 because it gives a more objective indication of how students are performing across all Music 100 sections.

Music 101 faculty also agreed that the results of SLO evaluations were low. Current testing means were deemed adequate for appraisal of SLOs #1 and #2. There was agreement as to what precisely we can expect from students at this level of study and as to the type of testing to be used for evaluation of SLO #3.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

The changes made in instructional methodology for the 100 and 101 classes have not yet demonstrated any significant changes in assessment outcomes, with competence levels below 60% generally. There is ongoing significant discussion, including discussion with the SLO coordinators, about whether the SLOs for these courses are the most appropriate, and if so, whether the agreed upon means of assessment is the most effective means. There is consensus that the severe lack of basic historical knowledge in the background of many of the students presents difficulties in teaching humanities based Intro to music general education classes such as 100, 116, 117 and 118.

As noted above, the changes in methodology in the Musicianship classes 104, 105, 204 and 205 have already raised the competence levels some 20 to 30 percentage points, bringing the majority of students into the desired range of competence in the skills measured. This is a work in progress and will continue to be refined as the ADT music transfer degree comes on line. There is continuous weekly discussion among the 2 faculty members responsible for these classes, along with the program facilitator.

Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.
Earlier assessments were one of the many indicators used to demonstrate the need for updated and expanded music program facilities. The music program moved back into the emodeled/expanded music facility in fall 2014, which brought a whole range of new resources to utilize for instruction, rehearsal, studio teaching and practice. The new facility has a new computer lab of 20 stations, a significant increase over the old 8 station lab. This permits many more students to work on composition projects and musicianship labs at the same time. The new 28 station keyboard/theory lab is 4 stations larger than before, with all new Yamaha electronic keyboards replacing the previous 25 year old worn out units. The only thing hindering full utilization of both labs is the need for a Instructional Assistant to oversee student use of the labs when faculty are not available to do so. All 4 classrooms now have smart carts which facilitates a whole series of new teaching modalities for all of the various classes. There are now 8 practice rooms, up from 2 previously, with a SARS login system to capture positive attendance hours for the applied music classes 120A/B, 220A/B. The faculty studio/offices are designed to teach private lessons in the offices, freeing the larger classrooms for class use and practice rooms for student practice.

Enter any information that the above questions do not address.

The most effective part of all of the SLO work has been the renewed interest on the part of the faculty in how best to teach students, and how to work together to do that, most particularly in the multi-section courses taught by a number of different faculty. We have had a program wide meeting each semester to discuss the outcomes of all SLOs and to map strategies to improve both SLOs and assessment processes where it was necessary.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

1. Demonstrate an understanding of the fundamental melodic, harmonic and rhythmic structure of music—through music theory.
2. Demonstrate fluency with the language of music in written and aural form—through musicianship.
3. Perform on a principal instrument or voice at the college sophomore level—through applied studies.
4. Perform effectively in one or more musical ensembles—through ensemble performance.
5. Utilize the piano to demonstrate and apply musical concepts—through piano proficiency.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Since ACCJC has not favored mapping of SLOs to PLOs we have not done this. The SLOs in each course set form a reasonable progression to the integrative summary PLO at the end of that set, i.e., the music theory track SLOs in 102, 103, 202, 203 leading the integrative final composition project that is the music theory PLO assessment tool.
Describe the unique (authentic) PLO assessment(s) that the program implemented in the 2012 year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The Music Transfer TMC is not yet approved so there has not been any “official” start to doing PLO assessment.

If no unique (authentic) PLO assessment(s) were implemented in the 2012 year, describe the assessments that are planned, or may have been implemented in the spring 2013 semester.

#1—a summary musical composition project of a 3 movement piece for quartet utilizing a rubric to demonstrate a comprehensive mastery of all aspects of the first two years of music theory study.

#2—a final aural and sight reading exit exam to demonstrate mastery of musicianship concepts.

#3—4th level juried performance exam for the music faculty to determine competence of performance in the appropriate level on the principal instrument.

#4—successful completion of 4 semesters of performance in an ensemble(s) appropriate to the student’s principal instrument at a transfer level.

#5—piano proficiency exam equal to those used at the transfer CSUs to measure readiness for transfer.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

We have yet to officially assess the PLOs, however a “trial run” of the assessment of #1, 3, & 4 in Spring of 2013 demonstrated transfer level mastery in all students accessed. This has been the experience for our program for many years with our music transfer students.

How has the result unique (authentic) PLO assessment led to identification of resources needed within the program?

Not able to tell at this point.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

As noted above, the music program faculty uses part of their voluntary program meeting each semester to look over and discuss the latest SLO data and make changes as needed. Program meetings for this cycle were conducted on 1/31/14 and 8/21/14. In addition there is ongoing dialogue between the instructors teaching various sections of the same course, and well as those teaching within the course progression of particular course tracks, such as music theory, piano, applied studies. In generally, the faculty has felt that the SLO process and the discussions and actions resulting from it have been worthwhile and helpful. The biggest concern is to resist the temptation to “dumb down” course content...
or the assessment process to get better scores, rather than trying to increase student’s mastery of course content.

**Enter any information that the above questions do not address.**

Click here to enter text.
Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (Fall 2013 through Summer 2014).

PHIL 101, PHIL 108, PHIL 109, PHIL 120, PHIL 121, RLST 105, RLST 106, RLST 110, RLST 111, RLST 115, PHIL/RLST 117, PHIL/RLST 207.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

PHIL 101: Discussion Board responses and short essays are used to measure students’ comprehension and ability to reflect critically on and apply concepts from the course content that are incorporated into the course SLOs.
Objective exams and quizzes measure students' reading comprehension and mastery of the technical vocabulary and conceptual definitions and distinctions relevant to the course SLOs.

PHIL 108: Assessment tools include the following: quiz, position paper, Reading Question Discussion Board responses, Final Exam, and Debate Question Discussion Board posts.

PHIL 109: Objective exams require the application of concepts and skills introduced in the course assignments to sets of problems that are correlated with each of the course SLOs. Discussion assignments require students to provide written demonstrations of their ability to correctly apply these concepts and skills to assigned exercise problems.

PHIL 120: The assessment method used was a standard exam.

PHIL 121: The assessment method used was an essay exam.

PHIL 117/RLST 117 (Spring 2014): The assessment method was a last-day multiple-choice pop quiz.

PHIL 207, 44626/RLST 207, 44662: Tools for SLO assessment in this section consisted of essays, quizzes, analyses of news articles and video debates, and a presentation in essay or video form.

RLST 105: Methods of assessment included tests and oral quizzes.

RLST 106: Tests are used as methods of assessment in this course.

RLST 110: Discussion Board assignments and short essays require students to synthesize and summarize factual content from assigned readings and also to think critically about this content from the perspective of Academic Religious Studies.

RLST 111: Assessment tools include Group Discussion Questions, Final Exam Questions, and written reflections on current events in the news.

RLST 115: Assessment methods include essays and multiple choice exams.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

PHIL 101-44570: Class performance was well above the criterion for success (class average of 70%) for all SLOs.

PHIL 108-44593: Assessment results indicated that the class met or exceeded the criterion for success on four out of five course SLOs. Results showed that improvement is needed on the achievement of one SLO: “Independently articulate and apply a viable personal moral philosophy.”

PHIL 109-all sections: Class performance is unsatisfactory term after term on the following components of the course SLOs: argument evaluation, induction (causal reasoning, probability), propositional logic (truth tables, natural deduction).

PHIL 117/RLST 117 (Spring 2014): Assessment results indicated student achievement of each SLO with the exception of metaphysical theories.
1 A last-day multiple-choice pop-quiz question on metaphysical theories indicates whether they can be recognized two months after the lecture and response paper.
2 Last-day pop-quiz multiple-choice questions on concepts of the religious ultimate, concepts of God, the theistic problem of evil, and selected theistic arguments indicate whether key terms can be recognized a month after the lectures and response papers.
3 Last-day pop-quiz multiple-choice questions on logically-possible theories of religious diversity, science and religion, scientific explanations of religion, and factors in religious epistemology indicate whether key terms can be recognized one to two months after the lectures and response papers.

4 A last-day pop-quiz multiple-choice question on hermeneutics indicates whether its definition can be recognized eleven weeks after the lecture and response paper.

5 Last-day pop-quiz multiple-choice questions on human nature and the human condition indicate whether key terms can be recognized three weeks after the lectures and response papers.

6 Last-day pop-quiz multiple-choice questions on concepts of religion, theology, and afterlife indicate whether key terms can be recognized thirteen, nine, and two weeks—respectively—after the lectures and response papers.

PHIL 120: Assessment results demonstrated that students achieved three of the intended course SLOs, but that improvement was needed in achievement of one SLO—“Define the subject matter, method, and purpose of Philosophy as an academic discipline.”

PHIL 121: Assessment results demonstrated that students achieved all five course SLOs.

PHIL 207, 44626/RLST 207, 44662: Assessment demonstrated that students performed at or above the criterion for success indicated above for each course SLO.

1. Essay and Quiz=Class average of 70%. (Essay class average of 78%, quiz class average of 77%). The combined average of two measuring methods—discussion essay assignments and multiple-choice quiz questions may reflect the consistency of student performance on the subject better than either one of the methods.

2. Essay and Quiz=Class average of 70%. (Essay class average of 78%, quiz class average of 74%)

3. Analyses of news articles and video debates=Class average of 70%. (Article class average of 80%, video class average of 75%)

4. Essay and Quiz=Class average of 70%. (Essay class average of 64%, quiz class average of 80%)

5. Presentation (Paper or Video form)=Class average of 70%. (Class average of 80%)

RLST 105 Fall 2013: Student achievement was satisfactory for 2 out of 3 SLOs assessed. Results demonstrate the need for improvement on course SLO #1, “Define and discuss the nature and purposes of the modern scholarly study of religion.”

RLST 106 Fall 2013: Class performance was satisfactory for the three SLOs assessed.

RLST 110-44640, 47525: Class performance for Fall 2013 was slightly below the criterion for success (70%) for one SLO on Zoroastrianism, but the Spring 2014 performance on this SLO was satisfactory.

RLST 111: Student performance was satisfactory for 5 of 8 SLOs. Class averages were below the criterion for success for the following SLOs: SLO #5 (67%), SLO #6 (65%), SLO #7 (65%).

RLST 115: Student performance exceeded the criterion for success for the three course SLOs assessed during Fall 2013.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

PHIL 101-44589: The following changes are planned by one instructor on the basis of Fall 2013 assessments. The class will be reassessed during Fall 2014.

SLO #1: Identify careers that make use of Philosophy degrees. Construct a discussion forum that treats this specific topic.

SLO #2: Require specific writing assignments aimed at comparing and contrasting the views of major philosophers.

SLO #3: More careful attention might be paid to the Problem of Evil. This might be accomplished by a specific discussion forum devoted to the topic.

SLO #4: Add a written assignment that asks students to explain the difference between empiricism, rationalism, and
skepticism and the reasons that support each position.

SLO #5: Change the balance in this area between written assignments and objective examination.

SLO #6: Relate current political and social events to traditional philosophical issues.

SLO #7: Add reading assignments in this area together with increased emphasis on the exam.

PHIL 108-44593: In order to improve performance on SLO #5 (independently articulate and apply a viable personal moral philosophy), the following change will be implemented: email announcement at the beginning of the semester reminding students of due dates for weekly discussion board posts. In addition, assessment results for SLO #3 (Distinguish and evaluate major theories of normative ethics) will incorporate quiz score into this average for the next assessment since the quizzes give students repeated opportunities to distinguish among theories.

PHIL 109: Video lectures were created for each unit covered in this course. In addition, extensive sets of repeatable exercise sets were created in Blackboard to facilitate access to problem solving assignments and recording of completed work. These changes were implemented for the Spring 2014 term.

PHIL 120: In order to improve student performance on SLO #1 ("Define the subject matter, method, and purpose of Philosophy as an academic discipline.") more extensive review of the information and interactive student application of the material was added to the class for the Fall semester 2014.

PHIL 207, 44626/RLST 207, 44662: For SLO #2 (Recognize, identify by name, and assess the effect on reasoning of rhetorical slanting devices and of commonly used informal fallacies), an extra credit fallacy report project was added to help students who have low achievement on the assignments on this subject. Timeline for Implementing the Change: Fall 2014

PHIL 117/RLST 117 (Spring 2014):
In order to improve achievement of SLO #1 Metaphysical Theories, the instructor made the following change: In the Wittgenstein unit (# 20), I have introduced input on diverse views of religion among logical positivists. This may revive awareness of the ongoing struggle over metaphysics in general and the diversity of naturalisms—including religious naturalism. Timeline: This change will be implemented on October 30, 2014 and assessed in December, 2014.

RLST 105 Fall 2013: SLO #1, “Define and discuss the nature and purposes of the modern scholarly study of religion,” has been assessed using a test that occurs early in the semester before students have a chance to practice the methods. The definitions will be asked again in a test later in the semester to chart the impact that the actual practice of the methods has on retention of definitions.

RLST 110: This section of RLST 110 was completely revised the class for Fall 2013. Implemented changes included a new textbook and new online lectures, writing assignments, quizzes, and exams. The new textbook and revised quizzes and exams were intentionally less challenging in order to improve on the record of poor student achievement in the class. For Fall 2014 students were given an additional opportunity to earn extra credit points by posting summaries and analyses of news articles involving current events in Western religions.

RLST 111: In order to improve assessment results for SLO #5 (“Describe the characteristic themes of Confucian teaching, and discuss their historical impact on Chinese religion and culture.”), additional assessments and group discussions will be provided for Fall 2014 on Confucian teaching; comparing and contrasting these concepts with other Chinese religions. In order to improve results for SLO #6 (“Describe the characteristic themes of Daoist philosophy and religion, and discuss their historical impact on Chinese religion and culture.”), the Fall 2014 section will involve additional course assignments that illustrate Daoism and its relation to the other Chinese religions. In order to improve assessment results for SLO #7 (“Describe, compare and contrast the roles of Shinto, Buddhist, and Chinese themes in the religious and cultural history of Japan.”), the Fall 2014 section will include more time on Japanese religion in lecture, discussing how Japan has become a collection and melting pot for various Asian religions and how this has affected Japanese culture today.

RLST 115: A small group discussion and quiz session among the students will be added in order to improve student performance on SLO #1: “Define religion and describe the methods used in the academic study of religion.” A presenter from the Writing Center will be scheduled for the second week of instruction in order to assist students in
preparing essays used to assess SLO #2 ("Identify and illustrate the defining features of Native American religions and assess the effect on these religions of colonizing European cultures.") and SLO #3 ("Describe and evaluate the ways in which the American history of Judaism demonstrates trends toward cultural pluralism and unification."). In addition, specific examples from the textbook will be highlighted in the lecture on Judaism in the future, in order to improve assessment results on SLO #3.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

PHIL 109: The assessment cycle is completed each semester in all sections of this course. Re-assessment after the changes (indicated above) were implemented during Spring 2014 demonstrated lower performance on 2 SLOs and the same or higher performance on 3 SLOs. However, the overall success rate in PHIL 109 declined from 62% for Fall 2013 to 53% for Spring 2014.

PHIL 117/RLST 117 (Spring 2014):
In order to improve achievement of SLO #3 (Religious Diversity; Science and Religion; Scientific Explanations of Religion; Religious Epistemology), the following change was implemented: Increased emphasis on science and science. Result: Significantly fewer wrong answers on the question about scientific explanations of religion and God.

PHIL 120: The change indicated above was implemented in the Fall 2014 section of this course. Student achievement of the SLO in question improved from 45% to 71%.

RLST 105 Fall 2013: An oral quiz was given prior to the test used to assess SLO #2 ("Identify, compare, and contrast the distinctive and enduring features of the ancient Mesopotamian, Egyptian, Canaanite, and Persian religious traditions, and discuss the influence of these traditions on the development of ancient Israelite religion."). Student performance increased on the next assessment. In order to improve performance on SLO #3 ("Describe the sources and structure of the Pentateuch, and discuss and evaluate the historical religious meanings of its major myths, historical, and legal themes."), a chart of writing styles for the 4 sources was distributed. The percentage of students scoring 100% increased from 68% to 71%.

RLST 106 Fall 2013: In order to improve achievement of SLO #2 ("Summarize, compare and contrast the characteristic features of ancient Greek and Roman religion and culture."), a hand-out of Greco-Roman deities was distributed. Subsequent assessment showed that the percentage of students achieving 70% or higher increased from 86% to 88%. In order to improve SLO #5 ("Discuss the development in organization and theology of the Christian movement as represented by the Pauline and Deutero-Pauline epistles."), students were given an assignment to briefly describe the writing style and theology of Paul in contrast to that of the Deutero-Paulinists. The percentage of students earning 100% increased from 75% to 78%.

RLST 110: Following the complete revision and simplification of class materials and assignments implemented in Fall 2013, all SLOs were reassessed in Spring 2014. Student performance on 7 out of 8 SLOs was satisfactory for students who attempted the class work. However, the success rate for Fall 2013 declined from 52% to 39% for Spring 2014. Achievement improved again for Spring 2014, when overall SLO performance was slightly better and the overall class success rate improved to 54%.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Discipline faculty have focused on improvement in instructional practice in order to improve student learning, given that additional resources which are very unlikely to be allocated to Philosophy or Religious Studies.

Enter any information that the above questions do not address.

Click here to enter text.
POLS

Has course assessment data been regularly submitted for upload into TracDat over the past year?
X Yes □ No

If yes, explain the progress that has been made in regards to assessment data.
Assessment reports were submitted during the 2013-2014 academic year for the following courses: PHIL 101, PHIL 108, PHIL 109, PHIL 120, PHIL 121, RLST 105, RLST 106, RLST 110, RLST 111, RLST 113, PHIL/RLST 117, PHIL/RLST 207.
Reports were uploaded to TracDat within days of their submission to the Discipline Facilitator.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?
X Yes □ No

If no, explain why.
Click here to enter text.

Course-Level Student Learning Outcomes
Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

POLS 101, POLS 102, POLS 103, POLS 104, POLS 112, POLS 114, POLS 206, POLS 211

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Quizzes, Critical Thinking Value Rubrics. The quizzes allow use to test for comprehension, whereas the rubrics were used for written assignments.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

A) Course SLOs showing rates of "improvement" since the 2013 Program Review:

POLS 102, SLO #3

POLS 103, SLOs #1-3

B) Course SLOs meeting the "success level" since the 2013 Program Review:

POLS 102, SLOs #4 and 5

POLS 103, SLO #4

C) Course SLOs NOT meeting the "success level" since the 2013 Program Review:

POLS 101, SLO #3 and #5

POLS 103, SLO #1-3

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

To date, focused efforts have not been made to pinpoint specific improvements made by individual instructors that helped to effect improved success rates on SLOs. Beginning with our Spring 2015 Department Meeting, that information will be analyzed, pinpointed, recorded, and shared.

However, there have been department efforts to provide continuity for the assessments. For example, the two instructors for POLS 101 met a few years ago to adopt a common textbook, which allowed us to adopt common assessments.
In addition, there has been a lack of consistency for the assessments in some of the lesser taught political sciences courses. In Spring 2015, the facilitator will meet with the faculty that teach these courses to develop assessments that will be used from section to section, regardless of who teaches it.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

An example of a course in which loops of assessment have been closed includes POLS 102, specifically SLOs #3, which showed improvement from Spring 2013 to Spring 2014.

Another example would include POLS 104. Since this course is offered every 3 semesters, the adjunct and full-time faculty worked to close the loop of assessment on this course. Improvement in the assessments were significant from Spring 2013 to Fall 2014.

Finally, in POLS 103, SLOs #1-3 all improved between Spring 12 and Spring 14.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Our analysis of assessment results has not led to any new or increased allocation of resources for the course. We continue to allocate resources accordingly for the POLS courses.

Enter any information that the above questions do not address.

After consultations with the English department, we are thinking of having ENG 50 completed or assessed into ENG 101 as a prerequisite for POLS 102. This should increase student retention and success, as students are often not prepared to adequately manage the course writing and reading assignments.

The assessments have led to discussions about the need for certain prerequisites for POLS H102. For example, in consultations with the English department, we are thinking of having English 101 completed as a prerequisite for POLS H102.

Finally, the discipline believes that we should have ENG 50 completed or assessed into ENG 101 as a prerequisite for the remaining POLS courses.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

**Political Science Program Level Outcomes**

Upon completing courses in the Political Science Program, the student will be able to:

1. Demonstrate a breadth of knowledge and critical thinking skills as related to political theory, institutional politics and political behavior.
2. Analyze political and social issues within a wide variety of assigned formats.

3. Recognize the relationships among political actors amongst the different levels of political systems and the political processes for policy development.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The mapping of the SLOs to the PLOs is identified through the SLO Assessment templates turned in to the Office of Institutional Effectiveness. Below is the mapping of SLOs to PLOs:

<table>
<thead>
<tr>
<th>Course</th>
<th>PLO #1</th>
<th>PLO #2</th>
<th>PLO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 101</td>
<td>SLO #1, 3</td>
<td>SLO #2</td>
<td>SLO #4, 5</td>
</tr>
<tr>
<td>POLS 102</td>
<td>SLO #1</td>
<td>SLO #3, 5</td>
<td>SLO #2, 4</td>
</tr>
<tr>
<td>POLS 103</td>
<td>SLO #2, 3, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 104</td>
<td>SLO #1</td>
<td>SLO #2, 3</td>
<td></td>
</tr>
<tr>
<td>POLS 110</td>
<td>SLO #1, 6</td>
<td>SLO #4, 5</td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td>POLS 112</td>
<td>SLO #1, 2</td>
<td>SLO #3, 5</td>
<td>SLO #4</td>
</tr>
<tr>
<td>POLS 113</td>
<td>SLO #6</td>
<td>SLO #1, 3, 4</td>
<td>SLO #2, 5</td>
</tr>
<tr>
<td>POLS 114</td>
<td>SLO #2, 4</td>
<td>SLO #3, 5</td>
<td>SLO #1</td>
</tr>
<tr>
<td>POLS 206</td>
<td>SLO #2</td>
<td>SLO #4</td>
<td>SLO #1, 3, 5</td>
</tr>
<tr>
<td>POLS 211</td>
<td>SLO #5, 6</td>
<td>SLO #1, 4</td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td>POLS 221</td>
<td>SLO #3</td>
<td>SLO #1</td>
<td>SLO #2</td>
</tr>
</tbody>
</table>

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The AA-T degree in Political Science was approved in late 2014. The faculty will develop assessments for program level outcomes once students are able to declare political science as a major. Hopefully, that will be in the Spring 2015 semester.
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

For the time being, the faculty use the SLO assessments for evaluation purposes.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Unique PLOs have not yet been assessed. Once we assess PLOs, we can then see how we can increase student success.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

PLOs have not been assessed yet. SLO assessments guide us in identification of resources.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

The discipline meets twice a year to discuss SLO assessments from the previous semesters. We look at trends and seek how close the loop on the assessment cycle.

Enter any information that the above questions do not address.

Click here to enter text.

**PSYC**

Has course assessment data been regularly submitted for upload into TracDat over the past year?

X Yes □ No

If yes, explain the progress that has been made in regards to assessment data. Psychology was at 100% compliance in regard to SLO results; however, the department is planning on re-evaluating the assessment administration timeline cycle to rotate courses biannually. Presently all courses are evaluated annually.

If no, explain why and when data is expected to be uploaded.

Click here to enter text.

Is the program on track with its 6-year assessment plan?

X Yes □ No

All courses have been assessed; however, there may be data missing for a few sections.

If no, explain why.

Click here to enter text.
Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

During the past year twelve out of twelve courses, inclusive of every SLO for each course, were assessed; thus, meeting a 100% compliance rate. Those courses are as follow: PSYC 101, PSYC 103, PSYC 105, PSYC 108, PSYC 109, PSYC 110, PSYC 111, PSYC 121, PSYC 125, PSYC 133, PSYC 204, PSYC 213. PSYC 215 and PSYC 102 (core courses for the ADT Psychology) are currently scheduled for assessment. Additionally, PSYC 215 and PSYC 102 have replace PSYC 103 and PSYC 105 because the latter have been reassigned to Guidance.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The standardized assessment tool for each SLO is a ten point multiple choice quiz that assesses learning outcomes as established by the American Psychological Associations Goals and Guidelines for undergraduate and Community College Psychology Department. The APA Goals which incorporate specific outcomes are as follow: knowledge base, scientific inquiry and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The psychology department met as part of a divisional meeting on September 29, 2014. SLO assessment data, particularly from Psych 101 was reviewed. In October 2013, the department agreed that the Psych 101, SLO #1 and # 3 needed to be revisited due to consistently poor percentages. The Assessments were reconstructed by an associate faculty member, submitted to the department for review, and then implemented into practice. To date, we are still collecting the data for analysis.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

Psychology 101/SLO 1

Psychology department faculty raised concerns regarding the assessment results for Psychology 101 (Introduction to Psychology), SLO 1 during the Spring 2014 departmental meeting (6/7/2013: Students scoring at the success rate were 136/242; 56%*). There were 2 main concerns that were addressed: 1) the timing of assessments (later in semester as compared to after material was presented); and 2) the choice of specific assessment questions. At that time, departmental SLO 101 data and assessment tools were reviewed. Faculty were in agreement that specific items in the assessment tool, a 10 question multiple choice quiz, may be the source of the problematic SLO data. As a result, faculty made the
decision to adjust the SLO assessment for Fall 2014 implementation. During the next few weeks via email, faculty members created and submitted additional SLO questions as potential replacements. All questions were recorded in one document and submitted to faculty for full departmental review. Based on a pool of 25 questions, psychology faculty members came to an agreement on 10 questions that would reflect the new assessment. The revised assessment was to be implemented in Fall 2014.

*Data collected from the following sections: 42622, 42624, 42626, 42848, 42652, 42643, 42628, 42688, 42670, 42674, 42657 Students scoring at the success rate were 136/242; 56%

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Psychology 101/SLO 1

As stated above, the revised assessment for Psychology 101, SLO 1 was implemented in the Fall 2014. Examples of current Fall 2014 data are as follows: (Note: SLO assessments were administered to students within one week of the presentation of lecture materials.)

Fall 2014: PSYCH 101 49045 (SLO 1) (Lisa Maisano Kennedy)
34/34 students completed assessment/multiple choice quiz
26 students met or exceeded 70% (7) criteria (mean score = 8.21)
76.5% of students met or exceeded 70% criteria

Fall 2014: PSYCH 101 49113 (SLO 1) (Lisa Maisano Kennedy)
22/27 students completed assessment/multiple choice quiz
20 students met or exceeded 70% (7) criteria (mean score = 8.55)
90.9% of students met or exceeded 70% criteria

The above data suggests an increase in PSYCH 101 SLO student success rates (70% criteria) for Fall 2014 sections. Additional data for all Fall 2014 PSYCH 101 sections will be tallied at the end of the semester to compare 2013 and 2014 departmental statistics. Results will be presented at the next scheduled department meeting to review, analyze, and discuss overall student outcomes and make any additional changes or adjustments that may be needed.
Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

There is no evidence to demonstrate that there is a co-relation between the analysis of Student Learning Outcomes and the allocation of funds for Audio-Visual Materials.

Enter any information that the above questions do not address.

Audio-Visual material and equipment is needed in the Psychology classroom(s) and the Department is pleased that there is funding for this purpose. However, the real detriment to student success and teaching is the limited number of full-time faculty in Psychology. Enrollment growth, FTES, and retention rate continue to demonstrate a strong pattern for Psychology. According to our last Praise Report, Psychology has maintained a consistent retention rate (>84%) higher than the college over the past five years. Yet, as previously mentioned, the discipline’s FT/PT ratio remains out of compliance with AB1725. The community owes a considerable debt to both an overworked full-time faculty and an exceptionally dedicated associate psychology faculty who are willing to add students to already full classrooms, contribute time and effort to departmental tasks without pay, and to work on an hourly basis with no prep-time pay. Their skills to teach specialty courses in their areas of expertise, abilities to write and revise curriculum, and mentor students should be commended and valued.

**Program-Level Program Learning Outcomes:**

1. Demonstrate a breadth of knowledge and critical thinking skills as related to human behavior and mental processes (our rationale here was our students, when done, need to be able to consider various perspectives and viewpoints)
2. Apply the scientific method to distinguish science from pseudoscience as it relates to behavior and mental preferences (rationale here was psychology is a science and uses the scientific method).
3. Communicate scientifically to peers and to the community

Although the above PLOs have been written, the Psychology department has not had a program/degree; therefore, the following section is not applicable.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

N/A

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester. N/A

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success? N/A

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program? N/A

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)? N/A

Enter any information that the above questions do not address. N/A

SOC

Has course assessment data been regularly submitted for upload into TracDat over the past year? [ ] Yes [X] No

If yes, explain the progress that has been made in regards to assessment data. For the past two years, Sociology has been experimenting with a new way to collect and analyze data. The original collection of data through Blackboard was developed for one instructor teaching multiple sections of sociology. Using a Pre Assessment/Post Assessment tool for data collection was a good way to measure what students knew coming into classes and what they knew leaving the classes. The process of data collection, merging the data from different sections, and then compiling statistical analysis for the aggregate of sections was extremely time consuming and tedious.

This process became even more complex, time consuming and tedious, when all Sociology instructors agreed to use Blackboard for data collection. One instructor had to be given access to all sections of Sociology being taught in a semester and had to set up the Pre and Post Assessment tools, collect and merge the data, send the individual section data and composite data back to the individual instructors for feedback and comments. We used this process for 3 terms of data collection, but found the compilation, merging, and dissemination to be dysfunctional and impractical. It took faculty almost a year to put the SLO...
assessment for one semester together.

At that time, Blackboard technical staff, discussed a process in Blackboard called “alignments”. This process, “theoretically” would allow us to collect data from all Sociology sections and run data analysis. We found out about the “alignments” process just before the start of Spring 2014 semester. From the onset, we had technical issues that hampered accurate collection of data. The system was in place at the start of the term but actual operation took over a week to actually begin collecting data. The more critical problem was data analysis. No one, including Blackboard Support staff had ever used it before and had no idea how to make it work. That put us back into the same tedious system that we originally used.

This past summer, we developed a Sociology Mega Course in Blackboard. All registered Sociology students are automatically entered into the Mega Course by section. Each individual teacher has access to the Pre Assessment and Post Assessment Data for each class section which is calculated by Blackboard. Blackboard also produces a composite set of data from all sections of a course.

Questions in the Pre Assessment and Post Assessment are specifically designed to collect data on a specific and unique SLO for the course. Other questions on the Pre Assessment and Post Assessment are specifically designed to collect data on a specific and unique PLO.

Although there were some technical glitches that had to be overcome during the fall semester, the system seemed to work. With some adjustments, the system worked even better during the Winter intersession. We are looking forward to our first attempt at data analysis this spring semester (6 year plan).

If no, explain why and when data is expected to be uploaded.
We expect to upload are data from Fall 2014 in Spring 2015 as noted in our 6 year plan.

Is the program on track with its 6-year assessment plan?
☑ Yes  □ No

If no, explain why.
We have some data lapses as discussed above, but we are still on track with the 6 year plan.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

*Soc 101, Soc 102, Soc 103, Soc 107*

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?
All courses used our new Sociology Mega Course in Blackboard to collect and tabulate data. All course use a Pre Assessment which students take the first two weeks of the term and a Post Assessment the last week of the term. Because it is the same Assessment (set of questions) we are able to assess learning that was achieved during the semester.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Spring 2015 is the first semester we will be doing evaluation and planning in regards to the data collected in the fall.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

Most of the changes we have implemented have to do with the actual technology and the structure of the tool. We expect to have a much better evaluation and planning after looking at falls data this spring.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

All courses have closed the loop as far as data collection. One of the biggest changes has been the utilization of technology (Blackboard) in all sociology sections. Probably the biggest change was the selection of a new textbook in our flagship Soc 101 Introduction to Sociology course. The new textbook gives the option of the use of digital technology for learning and student success.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

No new resources have been allocated to sociology.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

**Sociology PLO**
1. Identify and review sociological perspectives.
2. Describe and analyze social issues and social problems.
3. Recognize and utilize basic concepts in statistics.
4. Explain and critically evaluate aspects of human social development, social interaction, and socialization in cultures, groups and society.
5. Discuss and summarize concepts of ethnicity and race, deviance, social inequality, and social stratification.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Individual course SLOs were created and developed with Sociology PLOs as a goal. Each Sociology Course SLO is directly related to a Sociology PLO.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

At the end of this past summer, we developed a Sociology Mega Course in Blackboard. All registered Sociology students are automatically entered into the Mega Course by section. Each individual teacher has access to the Pre Assessment and Post Assessment Data for each class section which is calculated by Blackboard. Blackboard also produces a composite set of data from all sections of a course.

Questions in the Pre Assessment and Post Assessment are specifically designed to collect data on a specific and unique PLO.

The plan will be to run the Sociology Mega Course every semester to collect data.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

Click here to enter text.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Instructors have been able to compare the results of the Post Assessment scores from their classes with the rest of the Sociology classes. Based on instructor comments, they have begun to utilize resources to help their instruction and retention of students.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

No, they have not at this time.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Sociology has been meeting at least once a semester, in conjunction with the Social Science department. At every meeting there has been a dedicated discussion of SLO and PLO issues.

Enter any information that the above questions do not address.
TA
Has course assessment data been regularly submitted for upload into TracDat over the past year?
☐ X Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data.
We have instituted yearly meetings to discuss assessments. Having documents actually completed and uploaded are still a problem for all courses. Since the majority of the department is staffed by adjunct, the Fall 2014 assessments have not been done due to contract bargaining issues.

If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?
☐ X Yes ☐ No

If no, explain why.
Click here to enter text.

Course-Level Student Learning Outcomes
Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

All TA courses with the exception of TA 114 & TA 110 were scheduled to be assessed in some capacity according to the 6 year plan. Submissions were received and uploaded for TA 101, TA 102, TA 106, TA 111, TA 113, TA 115, TA 117 and TA 120.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Instructors used a wide variety of assessment tools including; exams/tests/quizzes, research projects, papers, play analysis, oral presentations, practical exams, performance pieces, group projects, class participation, class work, and homework. Students learn through audio and visual aids, lecture, class discussion, reading assignments, hands on lab activities and constructive feedback so it is important we provide diversity in our assessments to get a truer account of what and how the students are learning.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?
Some of the instructors are content with the SLO assessments for their courses and feel they accurately assess the content of their courses. The instructor for TA 117 found some of the SLOs needed to be revised to better reflect the intention of the course. TA 117 was substantially reviewed and revised in TracDat in Fall, 2014. The instructors for TA 111 are working to revise their SLOs to better reflect the content of the course.

**Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?**

TA 115’s assessments showed 30% of students were not retaining the proper use and terminology for the stage rigging system in previous semester. The instructors added a handout with the terminology for the students to use as a study guide when they were introduced to the fly system to go along with the in-class demonstration and test questions regarding the system were added to the final exam to reinforce the information the students were to learn. This change went into effect Spring 2014 with mixed results.

The instructors for TA 111 found only a few students each semester were getting the hands on stage managing experience throughout the course so additional content was added for the students to review regarding stage management notation and as of Fall 2014, the students were tested on the notations on their final exam. Student were also asked to take on two different roles during the productions for the given semester to provide more opportunity for them to perform as a stage manager or assistant stage manager.

**Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?**

TA 115.2 SLO #3 *Analyze a designer’s ground plan and elevation to determine placement and dimensions of set pieces*, when assessed in Spring 2013 had a 75% retention rate. One instructor implemented additional lecture time, including scenic video clips and an additional homework assignment where students would be asked to draw their bedrooms in ¼” scale to reinforce the lecture and lab work in the hope the retention rate would increase, however student retention for Spring, 2014 did not improve. 2/3 of the class did not complete the homework assignment and though they demonstrated an understanding of ground plans and dimensions during the lab work, the majority of students failed the related questions on their final exam. In this case it is difficult to understand how the additions did not benefit the students. It could be argued they did not take the time to learn the material and merely repeated the steps during lab work, making it seem as if they understood the concepts.

**Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.**

Assessments led to the identification of a continued need to replace the video tape resources used in classes and have them in digital format. It would then be determined if these digital versions can be placed on Blackboard so students can access them at any time while enrolled in the course. Assessments
are continuing to show us that we need more accessible software in the design lab. We expect more need as we expand our course offerings.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

- Express themselves creatively and analytically through research, discussion and application of one or more of the following theatrical skills: historical research; acting; directing; designing; technical production; stagecraft; stage management; costume craft or make-up.

- Apply learned knowledge or skills to collaborate as an effective member of a team to produce a work demonstrating versatility, time management and problem solving.

- Identify, analyze, discuss and provide constructive feedback regarding the components of theater production and performance including the role of the audience, acting, directing, designing, technical production, stagecraft, stage management, costume craft, make up, playwriting and play analysis

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The members of the program met in September of 2014 to streamline the existing PLOs to the current ones. Additionally, courses have adjusted their SLOs in order to better target the PLOs.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

We have yet to assess the PLOs. 2015 will be the first time that we have officially had them in place. We currently do not have a transfer degree thus not required to assess PLOs. We are closer to attaining the TMC so we plan to begin an assessment process in 2015.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

See above

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?
Mapping of words has not or will not lead to student success. Trying to figure out ways to get the students to understand that they must do their due diligence to succeed is our priority.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

PLO assessment has not led to identification of resources. We communicate with each other to identify and determine what the priorities are for resources as we meet in production meetings or in general conversation.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Everyone works on their own and then we come together as a whole to discuss SLOs and their assessments and PLOs. It is difficult for us to all meet at the same time due to teaching schedules. We also meet weekly for production meetings for the productions the program puts on making it harder to get people to attend additional meetings. We have greatly improved addressing this issue by changing facilitators.

Enter any information that the above questions do not address.

Click here to enter text.
HEALTH SCIENCE, PUBLIC SAFETY AND INDUSTRIAL TECHNOLOGY

AGNR

Has course assessment data been regularly submitted for upload into TracDat over the past year?
Yes

If yes, explain the progress that has been made in regards to assessment data.
The importance of having clear program level outcomes was discussed at the July 2014 Staff meeting and it was noted that we were making great progress on PLO #3 Select and become proficient in the use of agriculture and natural resource practices, technology and industry standard equipment to develop the skills and training needed for Agriculture and Resource Management careers. Students are reporting that they are well-qualified for the jobs in agriculture and natural resources even though like all jobs in the High Desert, they are limited. Brian Hammer agreed saying that any GIS student that had completed the certificate was well-qualified for jobs in this arena and students from our program had filled most of the recent positions available in the local community. Neville mentioned that the new educational pathways in animal science and plant science and the proposed AST transfer degrees were attracting better prepared students and this was a testament to the hard work put in by the adjunct to collaborate with industry, natural resource managers and other VVC departments to completely redesign our curriculum, update SLOs as needed and launch several new CTE certificates like the Water Management Technician certificate.

If no, explain why and when data is expected to be uploaded.
n/a

Is the program on track with its 6-year assessment plan?
Yes and it has recently been updated (December 1, 2014) to include our new classes and changes to when and how they are offered

If no, explain why.
n/a

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

All AGNR classes were assessed

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Most Agriculture and Natural Resource (AGNR) classes have an SLO that addresses the safe and appropriate use of natural resource management technology, tools and equipment.
This SLO is assessed via quizzes, in lab classes via lab reports and in GIS classes via student projects.

Many classes have an SLO that evaluates the students understanding of values and principles that enhance a community wide sustainability ethic. These are assessed via quizzes, discussion boards, expanded definitions and a Keystone Student Project using a Rubrics has been added to several classes. Many classes have an SLO that asks students to apply scientific knowledge, natural resource policy, sustainable practices, and technology to balance the economic, social, and environmental aspects of sustainable development. This is assessed via quizzes, exams, discussion boards, expanded definitions and a Keystone Student Project using Rubrics adapted to the material in each class.

All the above assessments, provide meaningful data/feedback to the instructors the success of their implementation. The data was discussed at annual “State of AGNR and Assessment” meeting, held July 2014. This group included the one full time and six of eight Adjunct and indicated that they used this data to make changes to assessments, which resulted in improvements to curriculum. This in turn resulted in locating new student resources and improved relevance to careers and our community. We also discussed specific changes on individual class SLOs, specifically in animal science and soil science see below.

Note: success criteria is generally set at 70-80% depending on the class, with most Keystone Student Projects being at 80-90%

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Upon completion of evaluation of the authenticity of our assessments of all SLO’s, it was determined that:

- That individual class SLOs in animal science and soil science needed to emphasize the scientific method (completed and classes were resubmitted for Curriculum committee approval October 2014), which is already the basis of the curriculum in both of these classes. This change has the added advantage of making them eligible for General Education designation at VVC.
- In the majority of classes data indicates that students have been successful in terms of the SLOs assessed.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

A Student Keystone Project (added Fall 2013) in a group format significantly improved scores and participation on two of the AGNR 102 Equine Science, SLO’s

The instructor reported that new/redesigned SLO’s in AGNR 120 Integrated Pest Management (added Fall 2013) made sense and helped class quality.
Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

AGNR 175 Sustainable Agriculture and Society
The full implementation of the “assessment-change” model has allowed the instructor to improve the instructions, resources and topics selected for the Student Keystone Projects. This resulted in significant improvement in learning around SLO #1 Collect, analyze, and evaluate information on current agricultural, environmental, social issues. #2. Evaluate the values and principles that enhance a community wide sustainability ethic, and #3. Select safe and appropriate use of sustainable agricultural practices.…
Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

In AGNR 173 Watershed Management and Restoration assessment pointed to the need to teach specialized skills: water quality analysis, conservation, irrigation, and the water efficient food production technologies. Consequently new technology in Hydroponics, Aquaponics, and Animal Fodder System is being purchased and instructors are being sought that can teach these skills. Labs facilities and staff support will need to be upgraded in 2015-2015 to accommodate these new programs.

Enter any information that the above questions do not address.

We are now ready to implement the Watershed Management CTE Pathway.

We learned that we need to focus on industry-driven and student educational needs. This was supported by external input from our advisory board and the community indicated that we need to focus on training towards the emerging Natural Resource Management (Green) careers and the concept of Sustainable Development. Internally we responded to the student-driven need to provide educational pathways that allow our students to better access classes in several different departments and resources in the community, and that will provide the technological skills, science and training needed. This strategy is reflected in new, or re-designed classes such as Agricultural Economics, Water Management and Restoration and a completely redesigned Soil Science class that prepares students for transfer. We also continue to bring the community into classes as guest lectures and take the students to the learning via field studies trips and academies like the Summer 2014 Natural Resource Academy.

Program-Level Program Learning Outcomes
List the PLOs for the program:

1. Evaluate and communicate analytically including synthesis, and research on: the relationship between natural, social and economic systems; principles and values that enhance leadership, personal/social responsibility, community involvement and respect for others and the practices that support sustainability.
2. Apply complex problem-solving skills and critical thinking skills using technology, scientific knowledge/method, natural resource policy, sustainable practice to current/real-world Agriculture and Natural Science Management issues.
Select and become proficient in the use of agriculture and natural resource practices, technology and industry standard equipment to develop the skills and training needed for Agriculture and Resource Management careers.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The Agriculture and Natural Resource (AGNR) SLO’s were designed, aligned and mapped to the Department PLO’s as they were developed and this continues as SLO’s are updated on a regular basis (SLO’s in 5 classes will be updated this school year 2014-2015). These updated SLO’s are mapped to the PLO’s as they are redesigned and this has proved invaluable in providing consistent quality control over the diverse classes offered in this program.

This alignment is also reflected in the fact that most classes have three SLO’s and there numbers match the PLO that embodies the same thinking/goals/ideas.

For example SLO’s that addresses the safe and appropriate use of natural resource management technology, tools and equipment are generally numbered #3 and align with PLO #3; and

many classes have an SLO’s that evaluate the students understanding of values and principles that enhance a community wide sustainability ethic, are generally numbered #2 and align with PLO #2 above.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

A Student Keystone Project is the authentic tool used in seven classes, now- they are assessed via a Rubric- that provides feedback on what students can actually do with information and their proficiency in the skills taught in the class. Specifically for the higher level knowledge skills called for in PLO #2 Apply complex problem-solving skills and critical thinking skills using technology, scientific knowledge/method, natural resource policy, sustainable practice to current/real-world Agriculture and Natural Science Management issues.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

n/a

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

The quality of these projects has improved, students are being attracted from other programs and students have been encouraged to consider furthering their studies at university and select this field as their vocation.
How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Students and staff have made new connections in the local community via their research for these Projects. Several new collaborators have been identified. For example, PGE now hosts a regular Field Studies field trip at their Hinckley Chromium 6 clean-up site.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Via an Annual Summer Department meeting that focuses on discussion of SLO and PLO data for program improvement.

Below is an excerpt from the 2014 meeting minutes

“Lyn Shirley noted that we were making great progress on PLO #3: Select and become proficient in the use of agriculture and natural resource practices, technology and industry standard equipment to develop the skills and training needed for Agriculture and Resource Management careers. Students are reporting that they are well-qualified for the jobs in agriculture and natural resources even though like all jobs in the High Desert, they are limited. Brian Hammer agreed saying that any GIS student that had completed the certificate was well-qualified for jobs in this arena and students from our program had filled most of the recent positions available in the local community. Neville mentioned that the new educational pathways in animal science and plant science and the proposed AST transfer degrees were attracting better prepared students and this was a testament to the hard work put in by the adjunct to collaborate with industry, natural resource managers and other VVC departments to completely redesign our curriculum, update SLOs as needed and launch several new CTE certificates like the Water Management Technician certificate.

Enter any information that the above questions do not address.

Click here to enter text.

AJ

Has course assessment data been regularly submitted for upload into TracDat over the past year?

☑ Yes ☐ No, refer to the previous PRAISE and Annual Update(s)

Explain the progress that has been made in regards to assessment data.

SLO’s (Student Learning Outcomes) have been completed on each course offered in the AJ Program and they are assessed each semester by the instructors. The results of the assessments are discussed with instructors and appropriate ameliorative steps are taken if necessary. PLO (Program Learning Outcomes) completed on each course offered in the AJ Program and they are assessed annually in the following categories: AJ Transfer Degree and the AJ Certificate. The aforementioned documents are posted on
TracDat and SharePoint computer systems. Additionally, the PRAISE SLO/PLO Dialogue document is also completed and posted in this system. All adjunct instructors participate in the PLO/SLO assessment process each semester and appropriate adjustments are made by them on a continuing basis.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the 2014 year (Spring through Fall).

**AJ Certificate:** 101, 102, 103, 104, 126, 127, 92, 201.

**AJ AS-T Degree:** AJ 101, 103, 102, 104, 145, 150, 201, 132, 135.

**AJ Certificate/Academy/College Courses:** AJ 64, 80, 81, 92, 58, 67.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

A.J. courses were assessed through a variety of testing and analytical methods. The majority of A.J. courses utilized an objective (multiple-choice) type questions which were assessed by using an item analysis tool which quantifiably captures wrong answers identifying questions on a basis for individual and trend analysis. Additionally, other tools are used i.e. rubrics to identify question content and quantify responses. Rubrics were also used to score pass/fail responses in skills activities and accrued points in testing quizzes or other assessment tools for research papers and assignments. Instructors reviewed and analyzed the feedback results and adjusted their presentations as necessary to improve student success i.e. Instructors used electronic devices, behavior participation activities, quizzes and adult learning methods which provided students with challenges to research, document and discussion in group learning activities. These ameliorating activities identified by instructors were the result of this assessment feedback.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

In the majority of the 23 AJ courses offered which require objective testing and assorted rubric tools to test students, the following analysis was made: I have discussed the Program Learning Outcomes and Student Learning Outcomes with instructors and their action plans to ameliorate student performance in their classes. Overall, AJ instructors have indicated that the students in their classes are experiencing some difficulty with reading and comprehension of the material presented. Some other low success issues were identified as students not attending classes regularly, not taking quizzes, failure to turn in homework assignments and poor study habits. Poor writing skills and a limited vocabulary also contributed to these problems. Instructors recommend students take some pre-requisite English
courses which may prepare them for their classes. Instructors agreed to re-evaluate their teaching methods to address the learning styles of the adult learner i.e., visual, audible, tactile, etc., through utilizing “Adult Learning Concepts,” and other methods to reach out to students. The instructors will also re-evaluate the questions presented in their testing instruments to ensure the information asked is understood i.e., difficult vocabulary, institutional vocabulary and other confusing words or terms which can be improved to clarify the test questions. Additionally, during the assessment phase, instructors should pay close attention to those questions students miss on a high percentage basis. A post analysis of these questions with input from students should help address this problem.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

AJ 101 (Introduction to Administration of Justice) is a transferable course that is included in the new A.S.-T Degree and the Administration of Justice Certificate, and may be applied to the A.S. degree in Administration of Justice. Since the course transfers to a CSU or UC institution, a benchmark of 70% reflecting a low C grade was established to determine student success. Forty-one (41) students were assessed in the 0935 to 1100 course during the Spring 2014 semester. The Fall 2013 assessments is compared to Spring 2013 and Fall 2012 assessments to determine if any improvement in student success was achieved. SLO #1: The Fall 2012 assessment determined 75.5% of the students were successful on Test #1, but only 55.5% of the students were successful on the final examination. Spring 2013, SLO achievement improved to 78.4% on test #1 and 69.8% on the final exam. Fall 2013, 74.95% of the students were successful on Test #1 and 70.68% were successful on the final exam. A slight improvement and the benchmark 70% was achieved.

Spring 2014 experienced a 75.8% success rate on Test #1 and declined to 68.3% on the final exam.

SLO #2: The Fall 2012 semester assessment determined 71.5% of the students were successful on Test #1 and 70% on the final exam. For the Spring 2013 semester assessment there was a 76.8% success rate for Test #1, but 64.5% success rate on the Final Exam. Fall 2013, 80.10% of the students were successful on Test #1 and 76.40% were successful on the final exam. Spring 2014 experienced a 79.3% success rate on Test #1 and 78.06% success rate on the final exam. The distinction between Fall 2013 and Spring 2014 is statistically insignificant, but is significantly improved over Spring 2013. SLO #3: For the Fall 2012 semester assessment, 66.48% of the students were successful on Test #1, 81.42% were successful on Test #2, and 80% were successful on the Final exam.

Spring 2013 semester assessment determined 53.1% were successful on Test #1, 81.7% were successful on Test #2, and 83.01% were successful on the final exam. The first exam had a disappointing lower assessment score compared to the class in Fall 2012, however, reviewing the test questions and explaining how to read a question may have assisted some of the poorer performing students. Student success for SLO #3 improved overall as the semester progressed. Fall 2013, 67% of the students were successful on Test #1, 84.64% success rate on Test #2 and 87.4% success rate on the
Final Exam. Students clearly demonstrated continued mastery of SLO #3 during the semester. 

Consistent with previous semesters, Spring 2014 experienced a low achievement rate of 52.9% on Test #1, but improved to 77.9% on Test #2 and 85.9% on the final exam. SLO#4: this was assessed only the final exam with 73.1% of the students being successful. Spring 2013 assessment determined a slight drop in student success to 71.4%.

Fall 2013 had a 71.4% success rate matching student performance in Spring 2013. Spring 2014 experienced a 77.9% success rate on the final exam, a dramatic improvement over previous semesters. SLO #5: Assessed on the Final exam with 78.6% successful. Spring 2013 assessment determined student success dropped slightly to 73.29%.

Fall 2013 assessment determined 74.96% student success rate. Spring 2014 experienced a 75.8% success rate on the final exam. This is not statistically significant between Fall 2013 and Spring 2014. SLO #6: assessed on the final exam with 74.4% of the students successful. Spring 2013 assessment determined that 74.5% were successful.

Fall 2013 assessment determined 82.86% of the students were successful. Spring 2014 experienced a slight decline in student success with a 81.9% success rate. Overall, an average of 78% of the Thirty - Two (32) students in the course were successful in the SLO’s. More importantly, all but one SLO assessed with written exams either met or exceeded the 70% benchmark. Only SLO#1 assessed below the 70% benchmark on the final exam.

Questions assessed on the final exam were given to the students in two mid-terms exams, except questions assessing the courts and correctional field. In the two mid-term exams, the test was assessed in class for clarity, relevance, and validity. Each question was reviewed and the correct answer was given to the class as a learning experience. During this test review and assessment, many of the students acknowledged they knew the answer to the questions they answered incorrectly, but they either read the question too quickly or admitted they did not study. PowerPoint slides were copied and handed to each student that served as a study guide for each chapter. Students needed to only study the PowerPoint handouts and review the text book chapters in order to succeed with each test and SLO. SLO # 7&8 assessed the substantial writing assignments and the ability of the students to perform scholarly research utilizing the APA format. The benchmark that demonstrates success for these two SLO's was established at 14/20 points. 14/32 students earned 14 or more points. 2/32 students earned 12 -13 points - 15/32 students earned less than 11 pts. There were two (2) essays assigned for the semester, each worth 10 points for a total of twenty points. Students earning 15 or more points did well on the essays, students earning 10 -14 points wrote essays deficient in statistics or case citations, topic sentence or transition sentences, or did not have citations and works cited. Students earning less than 10 points either wrote only one essay or wrote two very poor essays.

The following are examples of test questions that assessed each SLO:

SLO #1: Question # 7: According to the Classical School, in order to deter crime punishment must be:

A. Swift and sure
B. Fit the crime

C. Advertised well in advance so people know what is criminal and what is not.

D. All of the above

51% (50%) of the students were correct with this question. This question was also on the first exam and reviewed in class several times during the semester.

Question # 86: The _____ School of Criminology is the foundation of our Criminal Justice System.

A. Neo-Classical

B. Social Structure

C. Classical***

D. Biological

81.2 % of the students answered this question correctly.

SLO #2: #13: When a person is charged with a crime, but the defendant states they never intended nor was pre-disposed to commit a crime and would not have performed the criminal act if not asked by Law Enforcement, the defendant is:

A. Using self-defense as a defense

B. Using entrapment as a defense

C. Making a weak alibi for his/her behavior.

D. Making excuses for behavior voluntarily committed.

84.3% of the students answered this question correctly.

SLO #3: Question #19: Police officer’s face stress that is unique to any other profession is society. Factors that contribute to stress include:

A. External threats that include danger inherent to the job.

B. The police organization that controls work schedules, promotions, and peer evaluations

C. Marriage and/ or racial or ethnic status.

D. All of the above
93.7% were successful with this question regarding the evolution of police agencies and development of
the police profession. Fall 2013, 100% of the students answered this question correctly.

66. A peace officer stops a motorist for exceeding the speed limit in a residential area. The motorist is given a written warning and admonished for speeding. This is a police practice identified as:

A. Favoritism
B. Discretion
C. Malpractice
D. None of the above

During the Spring 2013 semester, 68.7% of the students were successful with this question. This question was also on Test #2, reviewed and correct answer given in class. There isn't any legitimate reason for a student to miss this question. Fall 2013, 78% of the students answered this question correctly. Spring 2014, 65.6% of the students were successful on this question.

69. Women have been found to be less effective than men in performing law enforcement duties, usually retire early from physical injuries, and have great difficulty interrogating suspects of violent crimes.

A. True
B. False

During the Spring 2013 semester, 90.6% of the students answered this question correctly. Fall 2013, students were paying closer attention to class lecture as 100% of the students answered this question correctly. Spring 2014, 90.6% of the students were successful.

SLO #4: Question # 11: At the sentencing phase in a trial, the Judge exercised discretion when:

A. Probation and a fine with a suspended sentence is levied against the defendant.
B. When defendant must pay restitution for all damages or injuries in addition to the punishment.
C. When a defendant must perform community service as a part of the sentence.
D. All of the above

Seventy-Seven percent of the students answered this question correctly in the Fall 2012 semester. *During the Spring 2013 semester, 87.5% of the class answered this question correctly. However, Fall 2013 experienced a 75.6% success rate on this question. Spring 2014, 84.3% of the students were successful with this question.*
1. SLO #5: #3 The Elmira system encouraged the indeterminate sentence and eligibility of early release to encourage good behavior from the inmate.
   A. True
   B. False
During the Spring 2013 semester, 87.5% of the students correctly answered this question. For Fall 2013, 78% of the students were successful with this question. Spring 2014, 87.5% of the students were successful.

39. Both male and female prisons have common characteristics that define the everyday living conditions of prison. The characteristics common to both male and female institutions include violence for sex, anti-authority role models and pseudo-family developments.
   A. True
   B. False

During the spring 2013 semester, 28.1% of the students correctly answered this question. Most of the students in the course, when asked if a pseudo-family is common in male prisons, they will answer no. Yet, they answered yes to this question because they do not apply critical thinking when reading a question. For Fall 2013, the students demonstrated better critical thinking skills with 73% of the students answering this question correctly. Spring 2014, 53.1% of the students were successful. Additional evidence of student reading abilities.

42. The goal of corrections in contemporary correctional institutions is security and punishment with opportunities for rehabilitation and work skills provided for the motivated inmate.
   A. True
   B. False

During the Spring 2013 semester, 100% of the students answered this question correctly. This question reflects the reading level of most students. Fall 2013, only one student out of the forty-one students answered this question incorrectly. Spring 2014, 96.8% correctly responded to this question. Again, only one student missed the question.

SLO #6:

Question # 77: prison riots are caused by:
   a. Changes in inmate clothing and food whenever a state inspection occurs.
   b. Changes in the roles inmates play in their everyday life while incarcerated.
   c. Inmates feeling disenfranchised by new prison rules or organization.
   d. All of the above
The instructor in this AJ course properly assessed the testing outcomes relative to the performance of his students. He determined through his assessment tool and communication with students their failure to successfully perform to the standard set for the course. The instructor has identified many of the issues relative to improving student success and he will implement them in the coming semester. The information below defines the issues discussed:

**Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?**

Assessments in AJ courses are completed each semester according to the established 6 year plan. For the purposes of consistency and continuity assessments should compared from like questions from semester to semester, however, students change each semester along with assessed questions. This assessment method does not allow reliable comparisons in data collected from one semester to another. It does, however, create an environment wherein the instructor and evaluator are required to analyze, assess and reflect on the methods used to insure student success. Hopefully, each instructor will identify those methods of testing and assessing student learning outcomes and close the loop in deficient methods. This was accomplished by the aforementioned AJ 101 class wherein the instructor re-evaluated his teaching methods and implemented more scenario examples so students would improve their ability to assimilate the legal terminology and case law information into a practical situation they might have previously experienced in life or in the media. Additionally, the instructor has made arrangements to be more available for office hour discussions regarding materials covered in class. He also re-evaluated his testing instruments to reduce questions which may create confusion (as to the intent) in the student’s mind.

**Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.**

Presently, due to budget constraints in the college, no new resources have been allocated to the Administration of Justice program. The only other funding sources are some funds derived from Federal and State and private grants. The continuing resources allocated to the AJ program have consisted of minimal fiscal or personnel funding for support, supply and operations. This unfortunate fiscal situation greatly reduces the programs ability to improve the quality of course presentations and adversely affects any quality program development.

**Enter any information that the above questions do not address.**

Click here to enter text.

N/A

**Program-Level Program Learning Outcomes**

AS-T Degree:

**Outcome:**
Critically analyze and describe the criminal trial processes from pre-arrest to sentencing.

Critically analyze and evaluate the admissibility or exclusion of evidence based on Fourth and Fifth Amendment protections; evaluate and describe the various types of evidence.

Critically analyze and evaluate the proper procedures in conducting a criminal investigation involving crimes against persons, property, sex crimes, crimes against children, bombs and explosions and vice and narcotics.

Critically analyze and describe the role and responsibilities of the Forensic criminalists in conducting a criminal investigation.

Critically evaluate the challenges and strategies of the Criminal Justice System within a diverse, Multi-cultural society.

Critically analyze and describe the development of the Penal institutions in the U.S. Describe the goals, challenges, responsibilities, and strategies of the correctional institutions.

Critically analyze and describe the development of the Juvenile Justice system in the U.S.

Describe the procedures and protections prescribed by Supreme Court Decisions.

Total Units 60

Correctional Officer Core Course Certificate:

Outcome:

Perform the duties and responsibilities of a Calif. Correctional Officer in a local city or county jail as defined by the California Board of Corrections.

Total Units 8

Fingerprint Recognition and Identification:

Outcome:

Students will have the knowledge and skills to correctly classify any fingerprint and successfully identify an unknown fingerprint to a known fingerprint.

Total Units 2.5
Law Enforcement Basic Course Module 3:

Outcome:
Perform the duties and responsibilities of a Level III Reserve Peace Officer as prescribed in POST regulations. This certificate satisfies the prerequisite for entry into Module II Basic Law Enforcement Course.

Total Units 6.5

Law Enforcement Basic Course Module 2:

Outcome:
Perform the duties and responsibilities of a Level II Reserve Officer as prescribed by POST. Or, perform the duties of a peace officer in a State Hospital, Code Enforcement officer for city and county agencies, or perform the duties of a gaming officer in a casino.

Total Units 15.5

PC 832 Firearms:

Outcome:
Students awarded this certificate have demonstrated the safe handling of a firearm, cleaning principles, and have qualified on a firearms course of fire as prescribed by POST.

Total Units 0.5

PC 832 Laws of Arrest:

Outcome:
Perform the Laws of Arrest as prescribed by POST for peace officers with limited peace officer powers.

Total Units 3
Campus Law Enforcement:

Outcome:
Perform the duties and responsibilities of a campus Peace Officer employed on a K-12 or Community College campus.

Total Units 2

Course-Level Student Learning Outcomes
Identify the courses that were assessed on the course level (SLO) within the 2014 year (spring through fall).

Administration of Justice Certificate:
AJ 101

2. Critically analyze and evaluate behaviors and situations for violations of law; evaluate the lawful admissibility of evidence; and assess legal defenses.

AJ 103

3. Critically analyze and describe the criminal trial processes from pre-arrest to sentencing.

AJ 102

4. Critically analyze and evaluate the admissibility or exclusion of evidence based on fourth and fifth amendment protections; evaluate and describe the various types of evidence.

AJ 104

5. Critically analyze and evaluate the proper procedures in conducting a criminal investigation involving crimes against persons, property, sex crimes, crimes against children, bombs and explosives, and vice and narcotics.

AJ 145

6. Critically analyze and describe the role and responsibilities of the Forensic criminalists in conducting a criminal investigation.

AJ 150

7. Critically evaluate the challenges and strategies of the Criminal Justice System within a diverse and multicultural society.

AJ 201

8. Critically analyze and describe the development of the Penal institutions in the United States. Describe the goals, challenges, responsibilities and strategies of the correctional institutions.

AJ 132

9. Critically analyze and describe the development of the Juvenile Justice system in the United States. Explain the juvenile court procedures and Constitutional protections prescribed by the United States Supreme Court decision. AJ 135

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Click here to enter text.
Describe the unique (authentic) PLO assessment(s) that the program implemented in the 2014 year. What type of tool was used and how will the results provide the program with meaningful information about student success?

A matrix was utilized to correlate all student learning outcomes for each AJ course to the program learning outcome.

If no unique (authentic) PLO assessment(s) were implemented in the 2014 year, describe the assessments that are planned, or may have been implemented in the spring 2015 semester.

N/A

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

It was apparent (due to testing and interviews with students) that students do not possess adequate college level critical thinking skills. To ameliorate this deficiency, all AJ transfer courses will have recommended preparation English 50 classes.

How has the result unique (authentic) PLO assessment led to identification of resources needed within the program?

AJ now has a new Public Safety training facility which will provide students with state of the art video training tools and electronic devices to augment student learning. The AJ program is working closely with college counselors who are providing students with additional courses to address some of their academic deficiencies. Additionally, students are getting counseling and assistance in developing their academic plan for the future.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

AJ held a staff meeting during the semester break where program issues, SLO’s and student success rates were evaluated and discussed at length. It was a consensus among staff that students enrolled in state certified courses (POST, STC) appeared to be more serious, prepared and dedicated to achieving the standards of learning set by the State of California. In the transfer courses, there was a consensus by the instructors that many students were unprepared for college level work due to their failure to attend classes on a regular basis, complete examinations and complete written assignments. Instructors agreed that transfer courses should have a recommended preparation of English 50 to ensure they will meet state standards. Additionally, students were identified as lacking some confidence in the academic rigors which results in their failure to succeed. AJ’s close relationship with the college counseling department has offered students some additional options to assist them in reaching their academic goals. Instructors are also recommending students arrange study groups and
utilize many of the college’s resources i.e. library, computer labs, etc. Many instructors have adopted an adult learning tool wherein the instructor in some situations will act as a facilitator. The student is challenged to research issues and present the findings to the class which offers each student an opportunity to participate in a more hands on approach to the learning environment as well as interacting with their peers for constructive criticism and direction.

Enter any information that the above questions do not address.

Click here to enter text.

**ALDH**

***This program submitted their Annual Update as a pdf file, therefore technical difficulties in importing content may be evident***

Has course assessment data been regularly submitted for upload into TracDat over the past year?
Yes No
If yes, explain the progress that has been made in regards to assessment data.
All the courses have been put on a rotating schedule.
ALDH 82 and 82C assessment data has been regularly collected. It demonstrated students success rate improved with enhanced lecture and one on one demonstration of protocol and procedures. It appears to have improved student learning overall as evidenced by the success rate of students completing the program. Pass rates on the above SLO’s increased by 4.27% after enhancements.
The MA program enrolled 32 students in externship/clinical. 30 student’s graduated, 1 student withdrew due to a medical condition. 14 of these students were hired immediately after graduation. The remainder to be determined for employment statistics.
Assessment dialog
Course-level Student Learning Outcomes
If no, explain why and when data is expected to be uploaded.
Click here to enter text.
Is the program on track with its 6-year assessment plan?
Yes No
If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).
The following courses were assessed within the past year
- Nursing Assistant ALDH-60
- Acute Care Nursing Assistant ALDH-62
- ALDH 82 and ALDH 82 C. and
- ALDH 139

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools...
provide meaningful data/feedback to the instructors?

ALDH60-Nursing Assistant.
≥ 70% score on 16 quizzes; one on each of the 16 teaching modules presented.
≥ 70% score on a midterm written exam & a final written exam.
Student’s progress is evaluated after first 50 hours of clinical performance & again after completing the 100 hours required by California Code of Regulations, Title 22, Division 5.
Attendance of 100 hours is monitored on a state approved form & maintained on file for 4 years after the student has graduated.
Student is tested by the instructor on several occasions during the class. Student will demonstrate a skill chosen at random from the list presented to the student on the first day of class. Skills are listed in the syllabus.
Student is tested by the Regional Testing Center in Huntington Beach, California. Scores are sent to the California Department of Health & to Victor Valley College.

ALDH62-Acute Care Nursing Assistant
The student shall keep a daily journal describing their learning experience while working in their assigned area. New experiences & knowledge acquired through interacting in the acute care setting shall be described. Instructor observation of student performance.
The student will give a successful return demonstration of skills learned during lecture & clinical hours.
The student will prepare a story board report on a given system & it’s pathologies. The student will give a presentation to fellow students in class.
Final Exam, multiple choice & true or false.

ALDH 82 and ALDH 82C Medical Office Procedures (Medical Assisting)
Assessment tools utilized for assessments are as follows:
Multiple choice exam/quiz followed by demonstration and return demonstration assessing students ability to understand, comprehend and apply concepts related to critical thinking and the processes as assessed by the summary of the data collected.
ALDH 139 used primarily small quizzes while the other two course used quizzes as well as skills validation exercises. Quizzes were used primarily to validate the methods of instructions such as power point presentations vs in class exercises. Assessing student’s ability to understand, comprehend and apply concepts related to critical thinking and the processes as assessed by the summary of data collected

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

ALDH 60 Nursing Assistant
Data collected – 19 students completed 75% of the class, one dropped at the end because of no transportation available. We were not notified of the reason until almost the last day of class or we could have probably assisted in securing her a ride. So, out of those who finished 65% students achieved an “A” grade; 33% of students achieved a “B” grade & 2% of students achieved a “C” grade > 75%.
Improvement indicator – We are basically satisfied with the grades achieved. The “C” students were ESL & this semester we are going to require all students complete an on line course of CNA English for all ESL students. It is specifically designed for none “English thinking” students & helps ESL students to comprehend the medical terminology used as a CNA.
Students in this course have been successful in the SLOs assessed.
ALDH 62 - Acute Care Nursing Assistant

Data collected – 16 students enrolled on final sheet for grading. One was a “no show”. Of the 15 students that took the class 60% of the students achieved an “A” grade; 40% of students achieved a “B” grade.

Improvement indicator – We are basically satisfied with the grades achieved.

Students in this course have been successful in the SLOs assessed

ALDH 82 and 82C

Data collected indicated the students were successful in SLO#1 apply principles of standard precautions in the performance of medical assisting duties. 100% of students passed Standard Precautions spring semester with 80% retention rate comparable to 98% of students that passed with an 80% retention rate the previous semester. SLO#2 analyze and describe medical law and ethics related to care of patients in the medical office. 96% of students passed with a least 80% retention rate.

ALDH 139

There was a 100% success in two of three SLOs that were assessed. The other two courses had a very mixed degree of success from 73% to 100% that indicated room for improvement.

ALDH 80-82C Average class was analyzed and 80% retention rate was achieved. Return demonstration method was enhanced to increase the student’s ability to critically think when delivering safe patient care. Continued communication/evaluation with students for assessment and intervention will be conducted with a plan for remediation for specific needs of students.

ALDH 82 Began in the fall to dedicate more time to skills presentations using a variety of formats such as role playing and 1:1 remediation exercises.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

ALDH 80-82C: Averagable class was analyzed and 80% retention rate was achieved. Return demonstration method was enhanced to increase the student’s ability to critically think when delivering safe patient care. Continued communication/evaluation with students for assessment and intervention will be conducted with a plan for remediation for specific needs of students.

ALDH 82: Began in the fall to dedicate more time to skills presentations using a variety of formats such as role playing and 1:1 remediation exercises.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

ALDH 60-62 SLO#1 and 2 loop has been partially closed with at risk students by intervention and a plan of specific remediation of each individual student’s needs. When tested again students success rate improved with enhanced lecture procedure and one on one demonstration of protocol and procedures being evaluated. This loop has not been closed. This is a continuing assessment and outcome each year. It has improved student learning as evidenced by the success rate of students completing the program. Pass rates on the above SLO’s increased by 4.27% after enhancements.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

The continuous progression of all occupations including medical care to use computers Supplies are not allocated to the program as needed in a timely manner. This causes the student learning opportunities to diminish. We have turned in requests for equipment that is disposable & are currently completely short of several items. These items were requested in spring of 2014.

Enter any information that the above questions do not address.

N/A

Program-Level Program Learning Outcomes

List the PLOs for the program:

N/A

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?
N/A, not enough units to require PLOs.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

N/A, not enough units to require PLOs.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester

N/A, not enough units to require PLOs.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

N/A, not enough units to require PLOs.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

N/A, not enough units to require PLOs.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

N/A, not enough units to require PLOs.

Enter any information that the above questions do not address.

N/A, not enough units to require PLOs.

Describe the trends in student retention, success, FTES, etc. (see Student Enrollment data) within the program in the past year.

Retention and passing rates remain consistently high for most of the ALDH classes. Greater than 93% of students enrolled have successfully completed the program with 80% or higher GPA. Retention rates for all ALDH programs supersedes the college retention rates.

**AUTO**

***this program submitted their Annual Update as a scan in a pdf file, therefore content COULD NOT be imported. The entire document can be accessed on SharePoint by following the link on page 2***

**AVA**

***this program submitted their Annual Update as a scan in a pdf file, therefore content COULD NOT be imported. The entire document can be accessed on SharePoint by following the link on page 2***

**COOP**

Has course assessment data been regularly submitted for upload into TracDat over the past year?

☐ Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data. Assessment data is taken each Fall and documentation is completed the following Spring. Assessment and documentation was performed this last year according to our six-year plan. Assessment for Fall 2014 is currently in progress using Survey Monkey (student questionnaire) and a rubric for time management/communication for student objectives. Documentation will be completed for Fall 2014 data in the Spring 2015.
If no, explain why and when data is expected to be uploaded. Click here to enter text.

Is the program on track with its 6-year assessment plan?
X ☐ Yes ☐ No

If no, explain why. Click here to enter text.

**Course-Level Student Learning Outcomes**

**Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).**
<table>
<thead>
<tr>
<th>Related ILO and/or GELO</th>
<th>Related PLO</th>
<th>Course Intended Outcomes</th>
<th>SLO is Active in Curriculum (Y/N)</th>
<th>Methods of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
</table>

VICTOR VALLEY COLLEGE

Student Learning Outcomes (SLOs) Assessment Report

**Course Assessment for Fall 2013**

Division: Health Sciences and Public Safety

 Discipline/Program: Cooperative Education

Course Number and Name: Ten -138 Courses (AUTO, BADM, BET, BRE, CHDV, CT, EDUC, FIRE, NURS, & RMGT)

Program Contact Person: Maggi Dunsmore, Professor

Phone: (760) 245-4271, x2288

Reviewed by: Maggi Dunsmore

Date: July 8, 2014

Attach additional pages as necessary.
<table>
<thead>
<tr>
<th>ILO: Creative, Critical and Analytical Thinking</th>
<th>None (no degrees or certificates issued)</th>
<th>1. Upon completion of the course, the student should be able to identify organizational objectives and contribute to their achievement through the utilization of a business model similar to Management by Objectives.</th>
<th>Y</th>
<th>Direct: Rubric of Time Management, Communication, and Organizational Objectives Rating for Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indirect: Survey Monkey Survey of five questions directed to students for Fall 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Direct: Fall 2013: 62 students were assessed via the rubric. 46.5% of students were successful on this SLO. Goal: 80% of students to be successful on this SLO.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indirect: Results for Fall 2013 for the Survey Monkey Survey were a little lower than for Fall 2012. The questions were the same as for Fall 2012. The rating scale was changed to a 1- to 5-point system. The average answer for all questions ranged in the 3.5 point range. Most students were very successful at learning new skills/learning objectives at their worksites and were pleased with the support given them by their supervisors. They also felt their learning objectives helped them to improve their time management and communication skills at work now and in the future.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Direct: Results for Fall 2013 students were lower than for the Fall 2012 students. However, more students were rated in the Fall 2012 (77) than in the fall (77), thereby skewing a fair comparison. Also, Fall 2013 “F” students receiving a “0” also skewed the success rate for this SLO. More time will be spent with students at orientation and at their worksite visit to encourage (and give examples of) better time management and communication related to their organizational objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indirect: Fall 2013: 14 students out of 62 students responded to the Survey Monkey Survey of five questions. The five questions were the same as the Fall 2012 questions. Fourteen out of 62 students is not a good response however.</td>
</tr>
</tbody>
</table>
Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

See assessment data above.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Click here to enter text.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

Click here to enter text.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Click here to enter text.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Click here to enter text.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

Cooperative Education does not have Program Learning Outcomes since we do not offer a degree or certificate.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Click here to enter text.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

Click here to enter text.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Click here to enter text.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Click here to enter text.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Click here to enter text.

Enter any information that the above questions do not address.

Click here to enter text.

CT
Has course assessment data been regularly submitted for upload into TracDat over the past year?
☑ Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data. CT continues to assess 100% of the classes offered following our 6-year plan. The assessments and the follow-up meetings we conduct help us to plan and focus on program improvement. One of the biggest changes is the emphasis on expanding the hands-on learning experience. As a direct result of our SLO and PLO Assessments and Dialogues, instructors are improving the lab experience. We keep asking ourselves “how can we teach that concept in the lab”. That approach is paying big dividends. In our CT-148 PV Class, our most recent class saw an impressive 91% pass the national certification test (NABCEP). The national pass rate is only 50%.

If no, explain why and when data is expected to be uploaded. Click here to enter text.

Is the program on track with its 6-year assessment plan?
☑ Yes ☐ No
Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

CT 101, CT 104, CT 106, CT 107, CT 114, CT 120A, CT 122A, CT 122C, CT 125, CT 127, CT 130, CT 131, CT 142, CT 143 A/B/C/D, CT 60 A/B/C, CTMF 120A, CTMF 121A, CTMF 129A, CTMF 129B, CTMT 120 CT 105, CT 108, CT 120B, CT 121, CT 122B, CT 123, CT 126, CT 130, CTMF 121A, CTMF 121B, CTMF 129A, CTMF 129B, CTMT 120, and CTMT 121.

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The department continues to migrate away from multiple-choice tests/quizzes and towards skill-based and observation-based assessments. For example, most of the lab classes are now assessing safety by observation rather than “a safety quiz”. We spent some time discussing how the process makes us better instructors because it holds us accountable to the learning.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

CT 122A (Basic Heating and Air), CT 120B (Commercial Electrical) and CT 123 (Surveying) were courses identified as needing improvement. While the students succeeded across the board in the classes, the instructors identified inadequate lab equipment as an obstacle to optimizing student success. In CT 123, for example, the equipment we have has become obsolete with the widespread usage of GPS-based “Total Stations”. The department will be seeking to buy or rent the equipment for the spring 2016 offering of the course.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In CT-122A, the instructors are seeking to improve their understanding of the components and their function after looking at the most recent assessments. This term they had a lab in which the students assembled individual, working air conditioning units. The instructors anticipate that this hands-on approach will result in higher assessments on that SLO.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?
In the math classes, including extra tutoring during lab time helped improve success rates as well as overall scores. Students that got the extra help tended to complete the classes, and assessed higher than previous student groups.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

In CT-122A, the instructors are seeking to improve their understanding of the components and their function after looking at the most recent assessments. $2,500 worth of additional lab equipment was purchased that allowed a lab in which the students assembled individual, working air conditioning units. The instructors anticipate that this hands-on approach will result in higher assessments on that SLO.

Enter any information that the above questions do not address.

Classroom facilities continue to be wanting. The department uses 2 labs that have been partially converted to classroom spaces. The lab on the north side is extremely noisy and unfit for conducting lecture. There is also a lot of obsolete equipment that clutters the learning environment. The recommendation of the adjunct staff is to remove the equipment and look at ways of improving the learning environment and/or find suitable classroom space on campus near the labs. The other lab/classroom, Rm 65-1, is a much better facility, but is acoustically problematic. Noise from anywhere in the lab greatly impacts the classroom and a way to acoustically isolate the space should be found (recommend installing walls and dropping the ceiling as a start). The department will be working with Facilities to resolve the long-standing classroom issues, including the replacement of flooring (tile and carpeting) throughout Bldg 65.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

**PLO #1:** Identify procedures and strategies to minimize safety hazards and environmental impact associated with construction and manufacturing projects.

**PLO #2:** Properly perform construction and manufacturing trade work following standard industry practice.

**PLO #3:** Describe building code and legal requirements associated with construction and manufacturing projects.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The SLOs map well with the PLOs. The overall goal of the program is to prepare students for careers in construction. Each of the classes within the program focus on safety/environmental concerns, technical competence, and building code/legal requirements, as appropriate. The SLOs align. Some classes are specifically focused on the building codes, for example, so they won’t necessarily have technical
Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

Because our program is broad and open, we have very few perquisites and no “capstone” classes. There is a wide range of program experience in any given class. We also have no visibility as to when someone is about to earn a certificate --- meaning that that particular student is about to earn the “Building Construction” certificate, for example. That would allow us to pick out the students that were in their last semester for that particular program and assess them. So, we are looking at developing a system with the counselors to do that, and in the meantime, we are developing a unique, generic assessment that we will give to all students each semester.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

The assessment that we are developing has three parts to assess the three different Program Learning Outcomes.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

The concept of really asking ourselves “How can we measure what the student is taking away from our classes?” and “What are the outcomes for a student that completes a program?” has resulted in increased introspection. In the Electrical and HVAC programs, we have identified a lack of coordination/continuity within the instructors as an area of opportunity. Both sets of adjunct faculty will be meeting to coordinate the best sequence of concepts within the courses, the appropriate lab equipment to support the instruction of those concepts, and developing a pathway to employment.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Our assessment of our programs has led to two initiatives to better coordinate instruction and labs, and to develop job placement for students that complete programs.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

We have a dedicated meeting

Enter any information that the above questions do not address.

Click here to enter text.
**FIRE**

Has course assessment data been regularly submitted for upload into TracDat over the past year?
- Yes
- No

If yes, explain the progress that has been made in regards to assessment data. Some assessment data has been updated as received by Adjunct Faculty. The culture is still under-going a change in philosophy. Much time is spent covering SLOs, Assessments, and Syllabi development with Adjunct Faculty. These meetings with adjunct faculty seem to be an on-going and repetitive instruction of how to complete an assessment. It is recommended that changes in faculty responsible for course delivery and assessment completion be over-hauled. Unfortunately, options are limited with labor agreements.

If no, explain why and when data is expected to be uploaded. Click here to enter text.

Is the program on track with its 6-year assessment plan?
- Yes
- No

If no, explain why. Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

FIRE 100
FIRE 101
FIRE 102
FIRE 103
FIRE 104
FIRE 107
FIRE 10
FIRE 110
FIRE 11
FIRE 11A
FIRE 11B
FIRE 11D
FIRE 40A
Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

**Fire 100** – Fire Protection Organization – Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 101** – Fire Service Operations - Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 102** – Fire Prevention Technology - Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 103** – Fire Protection Equipment and Systems - Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 104** – Fire Behavior and Combustion - Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 107** – Fire Investigations - Students are given 5 quizzes, 1 midterm and 1 final throughout the duration of the class. A project is assigned to each student that requires fire station visits to gather
information about the topic. Projects allow the instructor to measure student research and understanding of the information.

**Fire 63** – After repeated attempts, requests, and correspondence with the instructor of record, this class has not been assessed.

**Fire 64** – After repeated attempts, requests, and correspondence with the instructor of record, this class has not been assessed.

**Fire 66** – Basic ICS – Students have the opportunity to fill different ICS positions throughout the class. Students apply their knowledge of Basic ICS during group exercises through scenarios.

**Fire 82A** – Haz-Mat FRO – Assigned activities allow students to use the Emergency Response Guidebook. Students are given 2 quizzes and 1 final exam allowing the instructors to measure student competencies identified in CCR Title 8 Section 5192 Paragraph Q.

**Fire 86** – Intermediate ICS - Students have the opportunity to fill different ICS positions throughout the class. Students apply their knowledge of Basic ICS during group exercises through scenarios.

**Fire 95** – Basic Fire Academy – There are 10 assigned quizzes, 1 midterm and 1 final throughout the academy. Each assessment allows the faculty to determine the students mastery of the topic/skill. Labs assess student performance for each skill and over the duration of the class. Psychomotor assessments are consistently between 80%-100%. Those students that are below 80% are provided additional instruction and given the opportunity to demonstrate mastery of the skill.

**Fire 11** – Low Angle Rope Rescue - Manipulative skills are performed and assessed according to the State Fire Marshal LARRO Task Book.

**Fire11A** – Rescue Systems 1 – Manipulative skills are performed and assessed according to the State Fire Marshal LARRO Task Book.

**Fire 11B** – Confines Space Awareness - Basic ICS – Students have the opportunity to fill different ICS positions throughout the class. Students apply their knowledge of Confined Space Awareness during group exercises through scenarios.

**Fire 40A** – Firefighter Physical Fitness – Students are given a pre-test to determine baseline results. Throughout the course the student completed a fire department based physical agility test to measure conditioning and technique. Results are immediately available to the instructor and student. Instructors assign specific exercises to assist with student improvement in identified week areas.

**Fire 53** – Haz-Mat Decon – Students fill the different ICS functions within a haz-mat group. Instructors follow FIRESCOPE checklists to ensure students have a working knowledge of each position. Students are given 2 quizzes and 1 final exam allowing the instructors to measure student competencies identified in CCR Title 8 Section 5192 Paragraph Q.
**Fire 59** – Wildland Fire Academy – Students are assigned 4 modules with activities and written tests. Instructors measure student success throughout the academy. One on one instruction is provided for the student when sub-standard performance is identified.

**Fire 10**- Students are evaluated with the use of State Fire Marshal skill sheets for the mandated skills. Students also must complete the Firefighter I Position Taskbook by completing job related tasks on real incidents.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

FIRE 100 - 100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 101-100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 102 -100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 103 -100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 104 -100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 107 -100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 10 – 80% of the students have met or are meeting the intended outcome. Student failure rates are not necessarily a reflection of poor performance. In 5 unique cases, students did not finish the class because they were hired as firefighters. While this is not a Student Learning Outcome, job placement remains the overall goal of the program.

FIRE 110- 100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 11- 100% of the students met the intended outcome. With the Perkins funded purchase of additional equipment, and the addition of more qualified instructors, the assessed student success is accurate and reliable.
FIRE 11A – 90% of the students met the intended outcome. It was determined that in order to deliver this training to the noticeable increased enrollment, VVC will need to purchase additional Rescue equipment caches to enhance course delivery.

FIRE 11B - 100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 11D - 90% of the students met the intended outcome. It was determined that in order to deliver this training to the noticeable increased enrollment, VVC will need to purchase additional Rescue equipment caches to enhance course delivery.

FIRE 40A – 96% of the students met the intended outcome. It was determined that additional curriculum be written to provide students an opportunity to practice the specific skills of the Biddle. Fire Technology is developing Fire 9C.

FIRE 4B-100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 53-It was reported that 100% of the students met the intended outcome. With 5 SLOs and only 15 questions it is statistically impossible to achieve 70% or greater unless students actually scored 100% on the exam. This was articulated to the instructor. It has been recommended that the instructor revise the number of SLOs for this .5 unit class and re-organize the test to simply gathering SLO data.

FIRE 59-90% of the students met the intended outcome. It was determined that in order to deliver this training to the noticeable increased enrollment, VVC will need to purchase additional wildland fire equipment caches to enhance course delivery.

FIRE 63- The instructor has been provided numerous opportunities to understand and complete SLO Assessments. Clearly, the Instructor is not concerned with the assessment process and has repeatedly ignored the assessment process. The Department Chair has suggested the Fire Technology Director select a different instructor responsible to deliver and assess the course.

FIRE 66-100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 82A-100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 86-100% of the students met the intended outcome. It has been determined that adjunct should revise the level of accuracy and the evaluation tool to better analyze student success.

FIRE 95- 75% of the students met the intended learning outcomes for this course. Fire 95 includes high risk/low frequency skills that can cause injury. Some failures are directly related to injuries incurred while participating in the physical fitness portion of the class. 1 Student failed due to low academic scores and the remaining students failed due to no following established and agreed rules and regulations.
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In academy #41 SLO assessments indicated a high failure rate in the 20’ / 1 person ladder deployment. It was determined that the college was relying on outside fire agencies to provide 1 ladder for all students. This did not provide students sufficient opportunity to practice with the ladder. As such, Perkins funds provided an additional 3 ladders to enhance this portion of course delivery. In Academy #42 there were no failures after the remedial training and subsequent retest.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

The loops of assessment has been completed in Fire 11. Fire 11 did not have sufficient equipment to meet the demands of the student enrollment. The option for the program was to either limit enrollment to 24 students or purchase additional equipment to enhance course delivery. With the purchase of additional equipment, Fire Technology is now able to deliver this course to 48 students and use the latest rope rescue equipment that is in use industry-wide today. The latest SLO assessment indicates that 100% of the 48 students met the intended outcome.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

Course delivery was limited to 24 students. Equipment was dated and in use by a small number of employers. With the $12,000 Perkins investment, new equipment is used to train the regions workforce. We have been able to raise enrollment from 24 students per class to 48 students per class.

Enter any information that the above questions do not address.

As a result of this new equipment, enrollment is going beyond class limits. Rescue classes have been added and still have waiting lists. It is suggested to add additional sections of Fire 67- Trench Rescue to meet the demand.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

The student will demonstrate knowledge and skills required to respond appropriately to fire and environmental emergency situations at the private, city, state and federal levels with emphasis in one or more of the following areas: wildland fire fighting; hazardous materials response; structural fire suppression, prevention, and investigation, disaster response, first responder; emergency medical technician; or leadership responsibilities.

The student will demonstrate the ability to analyze, appraise and evaluate fire and emergency incidents and identify components of emergency management and fire fighter safety including: Size-up, report on
condition, Incident Command System; RECEO; 10 Standard Firefighting Orders; and 18 Situations that "Shout Watch Out".

Upon completion of the Fire Technology Program, the student will be able to identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them, especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.

The student will identify minimum qualifications and entry-level skills for firefighter hiring. The student will be able to describe the following elements: application process; written exam process; physical agility exam, oral interview, chief’s interview; background investigation; and firefighter probationary process.

The student will be able to diagram an organizational structure of a fire department and describe the rank structure and job requirements for the following positions: firefighter, engineer, captain, battalion chief, division chief, deputy chief, chief, and support positions.

Upon completion of the Fire Technology Program, the student will be able to calculate flow requirements for fire apparatus, diagram a pump and plumbing schematic for fire apparatus, and apply mathematic formulae to hydraulics problems.

Upon completion of the Fire Technology Program, the student will identify and describe the apparatus used in the fire service, and the equipment and maintenance of fire apparatus and equipment.

Upon completion of the Fire Technology Program, the student will differentiate between fire detection and fire suppression systems. Student will design and diagram a wet and dry fire protection system, and identify alarm system components and their operations.

Upon completion of the fire technology program, the student will identify and describe common types of building construction and conditions associated with structural collapse and firefighter safety.

Upon completion of the Fire Technology Program the student will be able to analyze the causes of fire, determine extinguishing agents and methods, differentiate the stages of the fire and fire development, and compare

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

FT has begun the process of mapping SLOs and PLO’s. It is evident that as fire technology continues this process PLOs will require updating.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?
FT has begun the process of mapping SLOs and PLO’s. It is evident that as fire technology continues this process PLOs will require updating.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

PLO assessment will become an on-going process as these are updated and implemented in Fire Technology.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Unique PLO assessments have not been implemented. As such, the goal for the remainder of the year is to redefine program outcomes and align them with SLOs.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Fire technology expects this change to occur during the remainder of the year.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Fire Technology Academy Staff meets 15 times during each academy to discuss learning outcomes and program improvement. Fire Technology also holds a Department meeting at the beginning and end of each semester to address issues identified throughout the semester.

Enter any information that the above questions do not address.

n/a

KIN

Has course assessment data been regularly submitted for upload into TracDat over the past year?

☐ Yes ☐ No

If yes, explain the progress that has been made in regards to assessment data. Yes, however, very few courses were assessed in 2014 per our action plan. Our action plan requires assessments Spring 2015 of 95% of our courses.

If no, explain why and when data is expected to be uploaded. Click here to enter text.

Is the program on track with its 6-year assessment plan?

☐ Yes ☐ No

Yes, we are on track with our 6-year action plan. We are updating new courses and eliminating deactivated courses, as well. We will complete the 2nd round of assessments in 3 years Spring
2015.

If no, explain why.
Click here to enter text.

**Course-Level Student Learning Outcomes**

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

Spring 2014: KIND 163A, 169B, 171, 176B

Fall 2014: KIND 163B, 176C (scheduled to assess but not offered, it was not approved by Chancellor’s office in time) KIND 182

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

In each of the above assessments, skill and performance tests were used. Our student learning outcomes typically look for the ability of students to perform the steps or routines in the dances. By visually observing the steps and routines, we are directly able to assess the student’s ability to perform the dance steps and dance routines.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

In all courses, the numbers indicated a high percentage of students were successful in performing the steps and routines for these dance courses. Our department success rate is 70% or higher.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

No changes were made because each of the courses showed success by a high percentage of students. Success was measured with a 70% or higher.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

No loops were closed during this rotation.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.
In each of the assessed courses for this rotation, continuing allocations in the dance studios can be identified. Specifically, we need the second full-time dance instructor replaced. Many students are turned away each semester because dance is impacted. Additionally, because repeatability has been eliminated in dance, students need more courses and this requires more instructors.

Enter any information that the above questions do not address.

Many of our courses will be offering leveled courses (A,B,C). We are looking forward to seeing the results for the assessments in the different levels, if any. From our preliminary look, we will most likely not see a significant difference in the levels.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

Until our Kinesiology ADT is approved, we do not have program level outcomes.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

N/A

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

N/A

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

N/A

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

N/A

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

N/A

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

N/A
NURS
***this program submitted their Annual Update as a scan in a pdf file, therefore content COULD NOT be imported. The entire document can be accessed on SharePoint by following the link on page 2***

PEMT
*This program submitted their program review in pdf format, therefore, technical difficulties were experienced in transferring information into this report.

Has course assessment data been regularly submitted for upload into TracDat over the past year?
Yes No
If yes, explain the progress that has been made in regards to assessment data.
Referencing the 13/14 & 14/15 Annual Update, the EMS department has consistently been assessing student success, retention and attrition rate since 2004 – as is a requirement of our industry accreditation standards (CoAEMSP / CAAHEP) for the Paramedic Academy (EMS 80-86) cohorts (See CoAEMSP website and 12/13 PRAISE for evidence).
For the remainder of the EMS program courses (EMS 50, 60 & 61), meaningful dialogue and assessment methods (embedded questions, rubric refinement) continue to be employed in order to produce more accurate results. This semester, the EMS department adopted a new, validated testing tool, as well as a web-hosted adaptive practice tool (publisher-based) that has – so far – improved student success and retention (post midterm) amongst the three sections of EMS 60 by approximately 20%. This improvement has stagnated and needs to have a full-time faculty member assigned to implementing the above stated initiatives to improve success. Part-time faculty – historically- have been providing primary instruction for EMS 50, 60 & 61. Although part-time members are highly committed to the program and students, a full-time faculty member would have an immediate, positive impact towards success. If no, explain why and when data is expected to be uploaded.
Click here to enter text.

Is the program on track with its 6-year assessment plan?
Yes No
If no, explain why.
Click here to enter text.
NOTE: the information regarding student enrollment data and assessment below will be
used to populate the public assessment report for the College. DO NOT include personal information such as employee names, student names/IDs, Faculty IDs, phone numbers, SSNs, etc.

Course-Level Student Learning Outcomes
Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

EMS 50 – Emergency Medical Responder
EMS 60 – EMT Basic
EMS 61 – EMT Refresher
EMS 80, 81, 82, 83, 84, 85 & 86 – Paramedic Curriculum

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

EMS 50 – Four quizzes (every two weeks) to assess mastery of curriculum taught. Two tests to measure student progress at midterm and final week. One project (Heart) to assess understanding of cardiopulmonary system at the first responder level. Weekly Homework to assess students study habits.

EMS 60 – Throughout the 16 semester courses (multiple sections each semester), periodic assessments are administered in the form of quizzes with embedded questions and skills-based examinations with rubrics. Each assessment allows faculty and staff to immediately understand if the student’s comprehension of the material was achieved. Adjustments can be made to improve the outcomes between the formative (quiz) and summative (final) 10 assessments. Weekly skills labs assess student performance over the duration of the class and evaluate their psychomotor skills at the terminus of the class with a pass / no pass score. The psychomotor assessment results are consistently between 95-100% (above the benchmark) and allow the instructor to assess efficient use of lab time during the semester to prepare students for the skills final.

EMS 61 – Over the duration of the course the assessment tools utilized were: practical skills examinations and a final research project.

Over the duration of the course the assessment tools utilized were: practical skills examinations and a final research project.

EMS 80-86 – EMS 80-84 utilize quizzes and skill-based assessment rubrics for SLO
assessments, whereas EMS 85 & 86 utilize portfolio assessments based upon the widely accepted California Paramedic Programs Director approved rubric. This tool encompasses cognitive, psychomotor and affective evaluations for every student during every patient contact (daily) and summative every 5 shifts (major evals) on a 1-3 scale. All rubrics, quizzes and skill-based assessments allow for a real-time assessment of student comprehension and performance – allowing for focused improvement opportunities.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

EMS 50 – Data collected was broken down into standards that were outlined for each assignment. Students were grouped together during lab, based on the standards that were not mastered. These students then received small group learning, if the standard was still not mastered, the student received one on one instruction.

EMS 60 - For the three stated SLO’s in EMS 60, the first two are consistently below the established benchmark. The last of the three SLO’s - psychomotor-based SLO - is consistently high (95-100%)

EMS 61 - At least 80% passed with an 80% or better. This is a consistent result between classes and semesters.

EMS 80-86 – The Paramedic program cohorts routinely exceed the standard for success for individual courses. In Spring 2014, the cohort for EMS 86 exceeded the minimum standard for success (86 % and 100%).

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

EMS 50 - During CPR training the instructor to student ratio was decreased to 5 to 1 and more time was given to master this EMS skill.

EMS 60 - No changes at this time.

EMS 61 – This course continues to evolve from semester to semester. In Spring 2013, the addition of a new adjunct faculty member assigned to EMS 61 allowed a smooth transition to new methods of course delivery in the classroom that increased student interaction between students and instructor. One such example was the addition of student-presented materials to solidify concept comprehension. Additionally, the course was modified (based
upon student feedback) from a 6 week meeting schedule, to a two consecutive weekend class – essentially compacting the course and making it more appealing to the students. Enrollment has improved slightly.

EMS 80-86 - Due to the trending downward of student success in EMS 86 (capstone) prior to 2013, faculty implemented a change in curriculum for EMS 80 & 81 to include .5 units each for lab instruction that encompasses 24 hours of skill-based instruction and 24 hours of field observation time in which the students are exposed to a high-volume, ALS EMS team running 911 calls. This began in Summer 2013 with the 20th Paramedic Academy cohort. Since this time, the success in the capstone has drastically improved and has exceeded expectations for student completions.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

EMS 50 – This is a twice/per semester course that is used as a preparatory course for those students that wish to increase their success in EMS 60. Although student success rates have been tracked for those students that take this course versus those that do not, no definitive data has been found. Leadership has changed the primary instructor for this class from Spring 2013 to Fall 2013 and will continue to assess outcomes to see if a change in faculty makes a positive difference.

EMS 60 – This course has continually suffered poor completion rates and high attrition. EMS staff has identified the need for basic prerequisites (math, reading comprehension, critical thinking and communication) and continues to seek improved methods to relay course materials across a generational gap in adult learning. Implementing prerequisites is necessary for improved outcomes, but may decrease enrollment in this class due to neighboring districts lack of prerequisites. Discussion has been ongoing on how best to deal with this. Outcomes for this course continue to run a consistent average that is under our defined success rate. Referencing previous statements in this Update, the solution has been determined to include either the reassignment of a full-time faculty member or hiring a new faculty member to address this consistent problem and implement change.

EMS 61 – This is a course offered twice annually (Fall / Spring) and occasionally during Summer. As this is a continuing education course designed for certified EMT’s practicing / employed in the industry, completion rates are strong. However, the course design (credit) might be counter-productive for those students that need only the contact hours and not the college credit for recertification. Beginning in Fall of 2014, the class has been
redesigned to compact the days to two consecutive weekends – based upon student surveys and feedback.

EMS 80-86 – Faculty and staff have made curriculum changes – effective beginning June 2013. Total outcomes have been realized at the conclusion of the program in June 2014 and subsequent cohorts. Success has been immediate.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

EMS 50 – EMS leadership has made an assignment change for primary responsibility of instruction to a seasoned EMS instructor. Outcomes at the completion of the Fall 2013 to present have not comparatively improved.

EMS 60 – Due to high attrition rates and low completion, the EMS staff has changed the course resources for students to include web-interactive tools (that include self-assessment tests and individually generated study-guides that are linked to the assessment results – indicating student comprehension, or not). Outcomes at the end of the Fall 2013 semester initially showed a great improvement in assessment results, but since then, the assessments have varied with no solid explanations. The only variable might be attributed to an inconsistent approach to implementation of web-based materials that each instructor either chooses to implement or abandon.

EMS 61 – No changes here.

EMS 80-86 – In Spring 2013, the Academy 18 cohort completed the lowest number in the capstone course – and this is where we experienced our largest loss of students. This is highly atypical, but has been trending downward since Academy 16 (June 2012). The EMS staff has identified a lack of adequate experience in the field prior to admission (anecdotally) as a primary cause. As a result, the EMS faculty has increased lab experience and simulation exposure – beginning during the Summer 2013 semester with the cohort Academy #20 – initiated with EMS 80 and 81 (adding 0.5 units of lab to both – 24 hours of physical lab time on campus and 24 hours of field observation shifts with industry partners (Fire departments and ambulance companies) throughout the county. This cohort graduated with 100% success rates. Definitive results have been realized with the success of the 19th and 20th Academies (an soon 21st Academy), as well as the successful completion of each course (EMS 82, 83, 84, 85) prior.

Enter any information that the above questions do not address.
Program-Level Program Learning Outcomes

List the PLOs for the program:

A.S. PARAMEDIC / CERT.PARAMEDIC

PLO 1: Demonstrates the ability to integrate the knowledge of injury / illness pathophysiology for all patients into a high quality of treatment and patient care.

PLO 2: Apply effective leadership and communication strategies to effectively manage an emergency situation.

PLO 3: Demonstrate the ability to evaluate various patient conditions and implement appropriate advanced skills based upon necessity.

PLO 4: Perform at a minimum, as a competent, safe practitioner in caring for the community and the critically sick and injured.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Every SLO is mapped to one of the four adopted Program Learning Outcomes (evidenced by the individual SLO assessment templates) as well as the ILO / GELO’s for the institution.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The assessment tool is a widely accepted and implemented rubric amongst all California based Paramedic Programs and is the benchmark for measuring student success across the curriculum. Based upon a 1-3 grading scale, the students are evaluated on every patient contact, every shift. Additionally, there are major evaluations done every 5 shifts throughout EMS 86 – the capstone course. Based upon these grading scales, progress is monitored and individualized education plans (IEP’s) are crafted to encourage student success.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the
assessments that are planned, or may have been implemented, in the current semester.
N/A – See previous question
How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?
Yes. Based upon the recent negative trending of student success in the capstone course (last cohort group – Academy 18 – had a 62.5% -10/16 students- success rate of completion).
Based upon that, faculty have changed curriculum to increase lab and field experience. Results of these changes have revealed the definitive success of this initiative with 86% success with the 19th Academy and 100% success with the 20th Academy.
How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?
In the Fall of 2012, the VVC Paramedic Program rolled-out the first, mobile and wireless simulation program for Paramedic students. This, in essence, increases patient assessment opportunities and makes them meaningful and unique within the industry. By increasing student patient assessment and team lead opportunities through simulation, this is increasing their confidence and ability to adequately perform during EMS 86 – the capstone course that PLO success is measured. As a result, this has allowed us to plan financially for the future by creating needs assessments to improve and maintain our simulation labs.
Discuss how the program engages in discussion of SLO and PLO data for program improvement.
Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?
The VVC Paramedic program maintains a separate accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Commission on Accreditation of Emergency Medical Education Programs (CoAEMSP). As a result, we must maintain a high level of communication amongst all faculty (evidenced by meeting minutes in SharePoint – meetings occur at least once per semester) and an annual Advisory Committee meeting (occurring in October of each year) consisting of full time faculty, part time faculty, current students, past graduates, our medical director, college administration, community members and healthcare partners that act as a steering committee for present and future best-practices.
Enter any information that the above questions do not address.
N/A
RGMT

Has course assessment data been regularly submitted for upload into TracDat over the past year? □ Yes □ No

If yes, explain the progress that has been made in regards to assessment data. The SIA (Senior Instructional Assistant) has completed all assessment data since Spring 2012 forwarding them to the proper committees. Courses offered every semester have been assessed every semester to analyze results and to make recommendations to enhance student success. Each semester questions and practical labs will be evaluated and updated as needed. Assessment data showed areas needed to improve especially with classes that have a practical lab. More emphasis needs to be placed on showing students how to do specific tasks instead of just talking about the tasks.

If no, explain why and when data is expected to be uploaded. Click here to enter text.

Is the program on track with its 6-year assessment plan? □ Yes □ No

If no, explain why. Every course is assessed every semester due to the changes in demographics that requires the department to continually monitor all classes to increase student success where students have the skills required to be employable. The 6-year assessment plan has been followed and has been revised and updated as required.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).

RMGT 4, RMGT 6, RMGT 8, RMGT 81, RMGT 82, RMGT 83, RMGT 84, RMGT 85, RMGT 86, RMGT 87, RMGT 88, RMGT 90, RMGT 93, RMGT 94, RMGT 120,

Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Multiple Choice tests were given to students developed by the facilitator based on the Student Learning Outcome criteria. These assessment tools provided the opportunity to understand what comprehension the students had developed over the course of the class and where improvement needed to be enhanced. Assessments were analyzed and deficiencies were addressed with faculty. Restaurant Management is partnered with the National Restaurant Association Educational Foundation (NRAEF).
ManageFirst Development Diploma certification requirements. The department utilizes the same format and mastery level of seventy-five (75) %. The department maintains industry standards through communications with the NRAEF.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The Spring 2014 Assessment provided information both positive and negative. The instructor input of ways to implement new strategies to instruct helped students become successful. For example, the instructor of RMGT 93 implemented practical group assignments pertaining to scheduling employees. This simulation allowed the students to comprehend how to do a schedule which is one of the main tasks of a restaurant manager in the industry. The following classes were successful in achieving the SLOs for the class and included RMGT 4, RMGT 6, RMGT 82, RMGT 83, RMGT 84, RMGT 85, RMGT 86, RMGT 90, RMGT 93. Areas of improvement were required for RMGT 81 and RMGT 87. It was noted that although the classes averaged out to be successful, each course had areas of improvement for specific SLO related to course instruction.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

The results of daytime classes that have a lab component provided valuable information that show practical lectures are more beneficial to students than just listening. The active participation of the students have shown an increased understanding of the kitchen equipment and utensils when the students are using them as part of the lecture. Results from the Spring 2014 Assessment was implemented in the Fall of 2014 and students are more actively engaging in the instructional process of learning techniques that will lead to gainful employment.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

RMGT 6 showed needed improvement in areas of specific tasks relating to the requirements of being a dishwasher. Through scheduled lectures, instructor was able to provide valuable examples of practical applications of the dishwashing process to alleviate inconsistencies and improve student success.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.

RMGT 87 requires students to understand and comprehend the A to Z of professional cooking. Straight lecture has proven time and again that the students require a more proactive approach. Through
Perkins funding the department was able to purchase a fridge/freezer combo for the 10-8 classroom. The instructor now has the ability to provide demonstrations and student led learning of how to cut a chicken, how to make a roux. The advantage of practical learning lectures gains student success on the comprehensive exams and assessments.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

1. Analyze and evaluate procedures for preventing foodborne illnesses through the flow of food specifically: purchasing, receiving, storage, preparation, and storage.

2. Demonstrate advanced culinary techniques for various foods and beverages in both front and back of the house.

3. Demonstrate proficiency utilizing the five functions of management in the foodservice setting

4. Examine the principles of personal hygiene, safe storage of foods, and kitchen safety.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The RMGT 85 class is the capstone class for the department. All classes are building blocks leading to the completion of this course and as the student completes the prerequisites it lays the foundation of encompassing all of the required objectives of successful completion.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

A student enrolled or completed RMGT 82, RMGT 86, RMGT 88, RMGT 89, RMGT 90, RMGT 91, RMGT 93, RMGT 94, RMGT 120 must complete comprehensive certification exams that require a grade of 75% or higher to receive certification in that subject matter. This correlates with the completion of the RMGT occupational certificate as well as the MANAGEFIRST Development Diploma which is nationally recognized in the foodservice industry.

If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

PLOs will be assessed every semester that RMGT 85 is offered.
How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Results of assessments are shared through department email so faculty have time to look at results and implements plans to improve current class offerings, and enhance teaching methods.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

RMGT 87 requires students to understand and comprehend the A to Z of professional cooking. Straight lecture has proven time and again that the students require a more proactive approach. Through Perkins funding the department was able to purchase a fridge/freezer combo for the 10-8 classroom. The instructor now has the ability to provide demonstrations and student led learning of how to cut a chicken, how to make a roux. The advantage of practical learning lectures gains student success on the comprehensive exams and assessments.

The adjuncts realize that they need to provide active instruction with more practical exercises in order for students to be more successful. The adjuncts are concerned with student success.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

Due to varied schedules of the adjunct faculty, the facilitator initializes discussion through department email with the adjuncts to make sure that their input is implemented.

Enter any information that the above questions do not address.

PLOs for the department match up with requirements the industry expects. The facilitator plans to evaluate, update and implement the assessment process to improve student success.

Describe the trends in student retention, success, FTES, etc. (see Student Enrollment data) within the program in the past year.
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollmen:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Unduplicated)</td>
<td>165</td>
<td>11,311</td>
<td>160</td>
<td>10,640</td>
<td>123</td>
<td>10,177</td>
<td>-25.5%</td>
</tr>
<tr>
<td>Enrollment (Duplicated)</td>
<td>280</td>
<td>28,689</td>
<td>286</td>
<td>26,513</td>
<td>247</td>
<td>24,855</td>
<td>-11.8%</td>
</tr>
<tr>
<td># of Courses</td>
<td>11</td>
<td>526</td>
<td>11</td>
<td>531</td>
<td>11</td>
<td>511</td>
<td>0.0%</td>
</tr>
<tr>
<td># of Sections</td>
<td>15</td>
<td>1,072</td>
<td>15</td>
<td>1,072</td>
<td>15</td>
<td>1,034</td>
<td>0.0%</td>
</tr>
<tr>
<td>FTES (Credit)</td>
<td>40.24</td>
<td>3,756.46</td>
<td>35.72</td>
<td>3,507.37</td>
<td>34.49</td>
<td>3,302.57</td>
<td>-14.3%</td>
</tr>
<tr>
<td>Success:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Retention Rate</td>
<td>95.0%</td>
<td>92.2%</td>
<td>87.1%</td>
<td>90.7%</td>
<td>93.1%</td>
<td>91.9%</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Overall Success Rate</td>
<td>73.9%</td>
<td>66.7%</td>
<td>64.7%</td>
<td>67.1%</td>
<td>74.9%</td>
<td>68.4%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

**RESTAURANT MANAGEMENT**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Winter)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Unduplicated)</td>
<td>0</td>
<td>87</td>
<td>0</td>
<td>80</td>
<td>0</td>
<td>122</td>
<td>N/A</td>
</tr>
<tr>
<td>Enrollment (Duplicated)</td>
<td>0</td>
<td>108</td>
<td>0</td>
<td>101</td>
<td>0</td>
<td>145</td>
<td>N/A</td>
</tr>
<tr>
<td># of Courses</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td># of Sections</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>FTES (Credit)</td>
<td>0.00</td>
<td>13.93</td>
<td>0.00</td>
<td>27.82</td>
<td>0.00</td>
<td>33.94</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Success:

| Overall Retention Rate | 0.0% | 99.1% | 0.0% | 98.0% | 0.0% | 100.0% | N/A | 0.9% |
| Overall Success Rate  | 0.0% | 92.6% | 0.0% | 93.1% | 0.0% | 97.9% | N/A | 5.3% |

### RESTAURANT MANAGEMENT

<table>
<thead>
<tr>
<th>(Spring)</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Change from 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Institution</td>
<td>Discipline</td>
<td>Institution</td>
<td>Discipline</td>
</tr>
<tr>
<td>Enrollment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Unduplicated)</td>
<td>167</td>
<td>11,234</td>
<td>139</td>
<td>10,192</td>
</tr>
<tr>
<td>Enrollment (Duplicated)</td>
<td>289</td>
<td>28,275</td>
<td>258</td>
<td>25,213</td>
</tr>
<tr>
<td># of Courses</td>
<td>11</td>
<td>564</td>
<td>11</td>
<td>527</td>
</tr>
<tr>
<td># of Sections</td>
<td>15</td>
<td>1,147</td>
<td>15</td>
<td>1,058</td>
</tr>
<tr>
<td>FTES (Credit)</td>
<td>29.45</td>
<td>3,557.30</td>
<td>36.56</td>
<td>3,248.48</td>
</tr>
</tbody>
</table>

### Success:

| Overall Retention Rate | 95.2% | 89.4% | 89.9% | 90.5% | 95.2% | 92.0% | 0.1% | 2.6% |
| Overall Success Rate  | 62.6% | 63.9% | 67.4% | 66.3% | 66.2% | 65.2% | 3.6% | 1.3% |

### RESTAURANT MANAGEMENT

<table>
<thead>
<tr>
<th>(Summer)</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Change from 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Institution</td>
<td>Discipline</td>
<td>Institution</td>
<td>Discipline</td>
</tr>
<tr>
<td>Enrollment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Unduplicated)</td>
<td>33</td>
<td>2,764</td>
<td>28</td>
<td>2,922</td>
</tr>
<tr>
<td>Enrollment (Duplicated)</td>
<td>45</td>
<td>3,527</td>
<td>28</td>
<td>3,851</td>
</tr>
<tr>
<td># of Courses</td>
<td>2</td>
<td>125</td>
<td>1</td>
<td>122</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td># of Sections</td>
<td>2</td>
<td>152</td>
<td>1</td>
<td>168</td>
</tr>
<tr>
<td>FTES (Credit)</td>
<td>10.80</td>
<td>452.66</td>
<td>2.88</td>
<td>491.48</td>
</tr>
</tbody>
</table>

Success:

<table>
<thead>
<tr>
<th></th>
<th>95.6%</th>
<th>92.5%</th>
<th>100.0%</th>
<th>93.9%</th>
<th>90.5%</th>
<th>92.6%</th>
<th>-5.1%</th>
<th>0.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Retention Rate</td>
<td>68.9%</td>
<td>76.3%</td>
<td>85.7%</td>
<td>77.4%</td>
<td>73.8%</td>
<td>75.4%</td>
<td>4.9%</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

The department has seen a slow decline in success and retention as is evident in the past three years. The department feels that the lack of facility to accommodate large groups of students has contributed to the decline. The classes fill up quickly and when the first day of classes arrives most classes are full or wait listed. By the end of the term however, the facilitator has noticed a pattern of large number of students not completing coursework consequently they receive grades of F. The pattern was extremely noticeable in the 2014 Spring Assessments. The success rate still is close to the institution average while the number of courses and section remains the same. There was also an issue with adjuncts not completing attendance rosters for their classes in the 2013 Spring and 2014 Fall semesters. The facilitator was able to spend two weeks during summer to redo attendance rosters to capture that FTES and change policies to make sure that attendance rosters are turned with grades.
Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

Our cycle for the assessment plan has not occurred. However, SLO and PLO assessments for 2014 spring, summer and fall will be uploaded by the end of December 2014 once all grading has completed.

Course material changes as the discipline changes. It is a science discipline and new information is constantly added to the curriculum. However, the learning outcomes are easily molded to the change as they are umbrella to the function of a respiratory therapy student.

Course-Level Student Learning Outcomes (all programs complete this section)

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

  RSPT 230, 231, 232, 233, 234, 239, 243 and 50

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

  Click here to enter text.

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

NBRC Board exams, lab and clinical competencies are the main assessment tools. These tools provide information about the students’ ability to pass the national board exams required for licensure and to demonstrate clinical competencies for job placement. However, exams, quizzes, oral reports, presentations, and group activities are also important parts of our SLO assessments in that they provide early feedback important for early modification if needed.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Actually, all of our 2013 SLO and student evaluations using the NBRC exams indicated that our program exceeds the national average for scoring in all categories. Clinical competencies, although >80% pass rate, indicated the potential need for more complicated ventilator simulator modalities in the laboratory prior to entering clinicals (RSPT 239/233/234).
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

I made significant changes to the assessment of RSPT 231 lab the beginning of fall 2013 assessment tools. This particular group of students demonstrated difficulty with understanding how patient assessment leads to the decision making process simply by understanding indications for respective modalities. They required more interactive patient scenarios (mock patient assessments) to learn systems assessment and modality function.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

The revision of assessments form RSPT 231 were assessed at the end of the semester with 100% competency success.

Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

Clinical instructors were used for some of the mock assessments. However, the main reallocation was generating mock ventilator patients with updated vent mode applications and ventilator simulation systems as mentioned previously.

Enter any information that the above questions do not address.

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

1. Upon completion of the Respiratory Care program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relative to their role as an advanced-practiced therapist (Cognitive Domain).

2. Upon completion of the program, the student will demonstrate the technical proficiency in all skills necessary to fulfill the role of Registered Respiratory Therapist (Psychomotor Domain).

3. Upon completion of the program, the student will demonstrate behaviors consistent with professionalism and meet employer expectations for the Registered Respiratory Therapist (Affective Domain).

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?
Each SLO was created to ensure that the students would have the knowledge and skill to accomplish the PLOs. Each SLO is accompanied by written examination and lab/clinical assessment to determine the students’ marketability and ability to function as a respiratory therapist.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

Our PLO outcomes are measured by board exam success, state licensure, job placement and employer surveys of our graduates.

- If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

  See above

- Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

  NA

- How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

  NA

- Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

  Yes, we have faculty meeting twice a quarter, and Advisory Committee meeting once a year. Yes.

- Enter any information that the above questions do not address.

Click here to enter text.

**WELD**

Has course assessment data been regularly submitted for upload into TracDat over the past year? Yes

☑ Yes ☐ No
If yes, explain the progress that has been made in regards to assessment data.

All SLO’s for all welding courses are assessed every session the course is offered, the results are then recorded and documented. After all assessments for all classes have been completed all Welding faculty and staff convene to engage in robust dialogue deciding how to implement changes in instruction and instructional support to help achieve the standards identified in the learning outcomes. Spring ’14 and summer assessments are complete and need to be uploaded in TracDat and will be very soon. It is planned to assess fall’14 classes and have them uploaded prior to the start of spring’15.

If no, explain why and when data is expected to be uploaded.
See above regarding uploading on previous and pending assessment.

Is the program on track with its 6-year assessment plan?  Yes, with explanation under no below. ☒ Yes ☐ No

If no, explain why.
The 6-year assessment plan is going to be revised to a cycle that will assess each course every third semester as recommended.

Course-Level Student Learning Outcomes

Identify the courses that were assessed on the course level (SLO) within the past year (spring through fall).


Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The assessment tools utilized for the skills based classes (51, 52, 53, 57A/B, 58A/B and 60) are based on multiple lab assignments called job practices in the classes. The job practices selected for assessment are capstone job practices that incorporate the skills attained from previous practices. The capstone job practices are evaluated based on industry/code standards for visual and destructive test standards of acceptability. The lecture only classes (54 and59) assessments are based on test results. The job practice scores are reviewed by the instructors and compared to an agreed on standard they would like to achieve for the course completers. The attainment of or lack thereof is discussed by the instructors and instructional assistant which affects the emphasis placed specific lab skills.

Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?
Weld 51, slo 1 and 3 were met, slo 2 has three parts to it and one part was met, two of the parts are 12% below the achievement target. Weld 52, students were successful in achieving slo. Weld 53, students were successful in achieving slo. Weld 57A, students were successful in achieving slo. Weld 57B, slo 1 was achieved, slo 2 was not achieved due to topic 22 needing improvement. Weld 58A, slo 1 was achieved, slo 2 was not achieved due to topic 10 being 4% under the target and topic 12 being 32% under the achievement target. Weld 58B slo 1 and 2 were achieved being above the target by 25%. Weld 59, slo 1 was not achieved it was 27% under the target, slo 2 was achieved being 25% above the target. Weld 60, slo 1 was not achieved being 15% under the achievement target.

Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

The skills courses (Weld 51& 52) made changes for laboratory skills improvement, welding symbol, and print reading improvement. Based on the assessment results for these courses a welding skills performance mid-term was incorporated to these courses. The skills mid-term requires students to demonstrate print reading skills, symbols reading skills, joint assembly, and filler metal selection and welding skills in order to complete the test to industry standards of acceptability. Also, in these courses a job practice tracker sheet has been added to assist the students keep track of work completed, along with their scores and their test scores. The sheet allows the students to see at a glance their progress and achievement anytime during the course. The tracker assists the student with time management in term of what assignment they are on relative to week of the semester. These courses have either 15 or 20 job practice activities so it is important for students to manage their time in order to complete all assignments before the end of the term.

The tracker also allows students to review their job practice scores during the term and use the information to decide if they want to redo a job practice for a better score with the time remaining in the term.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

The loop has been closed for all the skills courses. All skills courses have had four assessments to date. The assessment results have shown some of the criteria for success indicators have met or exceeded the target and others have not. Since the assessment process is relatively new the criteria for success targets are being adjusted to make them relevant and useful to SLO being assessed. There needs to be one more assessment cycles to determine an improvement in learning due to implemented changes.

Describe how analysis of assessment results led to identification of new/continuing/increased allocation of resources for the course.
Replacement of laboratory equipment is an ongoing process due to changes in technology and industry requirements. The job practice activities required by our student workbooks as well as recommendations from our advisory committee mandates the laboratory equipment be kept up-to-date and meeting industry standards. As an example, many of our job practice topics require the use of pulsed welding techniques, and several employers utilize this equipment and techniques in the fabrication and manufacture of their products. This results in planning for and purchasing the necessary equipment to meet these needs. The program needs are identified in our program review and in our Perkins planning document, which has led to a continuing allocation for equipment resources. The next request will be for two new power sources and new tack torch replacing those which are the most worn reducing down time and eliminating repair cost.

Enter any information that the above questions do not address.

Click here to enter text.

**Program-Level Program Learning Outcomes**

List the PLOs for the program:

1. Demonstrate acceptable safety practices daily in order to prevent injuries of any type.

2. Practice and perform welder qualification testing at the appropriate level for the course.

3. Interpret drawings and welding symbols in order to weld the correct weld type and size per the detailed joint design.

4. Practice and demonstrate welding and cutting job practices in multiple processes appropriate for being a combination welder.

Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The alignment of SLOs and PLOs is evident as shown in trakdat and evident in the SLO assessment reports for all courses.

Describe the unique (authentic) PLO assessment(s) that the program implemented in the past year. What type of tool was used and how will the results provide the program with meaningful information about student success?

The program is currently in the process of completing PLO assessments. The PLO assessment may use the same assignment as the SLO, however, different criteria will be used for the assessment. The PLOs are aligned with the overall goals of the program and not one specific course or a grouping of courses by welding process. The overall goal of the program is to give student the knowledge and skills necessary to be a combination welder as defined by industry standards.
If no unique (authentic) PLO assessment(s) were implemented in the past year, describe the assessments that are planned, or may have been implemented, in the current semester.

No authentic PLOs were implemented in the 2012 year because our prior practice was to map SLOs to PLOs believing this satisfied the requirement. Unique PLO assessment is planned based on the data from spring 2014.

How has the result of SLO mapping to PLOs and unique (authentic) PLO assessment led to changes within the program to increase student success?

Not completed to date.

How have the results of unique (authentic) PLO assessment led to identification of resources needed within the program?

Not completed to date.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time identified for the discussion (such as in department meetings, etc.)?

The program engages in these discussions at various levels. At the program level staff work together assessing and entering the data in trakdat and share point and discuss the results of their assessments, analysis of the data as well as areas needing improvement and methods of improvement. These discussions also take place at advisory meetings held once per semester. There are general discussions related to assessment, evaluation and planning at departmental meetings held twice a semester and at department chair meetings. Training and help is offered by the SLOAC committee in the fall prior to due date of program reviews and annual updates

Enter any information that the above questions do not address.

Click here to enter text.
Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

All courses have been assessed in the Biology program and recorded in TracDat according to the program’s 6-year assessment plan.

Changes were made to the 6-year assessment plan in order to make the process easier to comply with. The first change simply states, if a course ends in an odd number then two SLOs are to be assessed in the odd numbered year. The even year is for evaluation of the assessment and implementation of changes. The second set of SLOs will then be assessed in the following calendar year ending in an odd number. The same will be done for classes ending in an even number.

Course-Level Student Learning Outcomes (all programs complete this section)

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

Biol 98, Biol 100 and 100H, Biol 118, and Biol 202 are the courses being assessed during the present 2014 calendar year.

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Requirements now in place for course-based assessment demand that instructors examine their roles as course-creators and instructors much more intimately, articulate their goals and objectives much more clearly, and develop assessment tools and techniques that inform them in detail how well their intended learning objectives are being achieved day to day, class to class.

Tools being used to assess student learning at a particular point in time are:

1. Muddiest point
2. Minute papers
3. Class Opinion Polls

These types of assessments are referred to as formative assessments and allow the instructor to get a picture of what the student knows at a certain point during the course. It is too late to worry about a
particular student’s success after the class is over. So, formative assessments give the instructor “early alert” information on individual students. The formative assessment also allows the instructor to know what concepts in a class session students do not understand very well.

Tools being used in the Biology Program to assess learning over time:

1. Systematic progression of assignments  
a. This refers to a group of assignments that has been scheduled throughout the quarter to track student progress on specific learning objectives as they occur
2. Pre/Post-Test Survey
3. Formative, ungraded quizzes  
a. These quizzes determine how students are comprehending course material

Summative assessment occurs at the end of a course. This type of assessment gives the instructor information about the students’ success at the end of the course. The information may also provide the instructor with insight on how to improve the course and better serve the student.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

There is no formal discussion of assessment results within the entire department, but discussions among the faculty members who teach a particular subject are common. In courses with multiple sections, the assessments are typically designed as a group and results are discussed. As such, the only evidence of this communication is the assessments themselves (uniform assessments offered in multiple sections instructed by various faculty members) and the changes to the course that result from those assessments. For example, Biology 100 and 107 uses a common assessment technique administered during a common quiz. The students’ answer questions that pertain to various topics covered by the course SLOs. Typically, the data on student answers are sent to one faculty member who assembles it for further analysis. Changes are made per the suggestions of faculty members teaching the course.

In courses without multiple sections, there is typically only one faculty member who teaches that course. As such, they simply make any adjustments to the course that is warranted based on their assessment results.

In Biol 118, for example, it was determined that the SLOs that were assessed were not being adequately covered. The success rate for answering the questions was based on a criterion for success where 70% of the students answered each question correctly. The questions for cell structure and function were on a separate exam than the questions for mitosis and meiosis. This allowed for the two topics to be analyzed independently. 61.9% of students passed the cell structure and function questions and 45% of students passed the mitosis and meiosis questions. The criterion was not met for either topic.
In Biology 100, it was determined that students fell below the acceptable level for answering questions regarding the scientific method. Additionally, assessments of SLOs that deal with cellular and molecular biology were successful as this SLO was determined to be adequately covered.

In Biology 202, a pre-test/post-test was administered to the students and 85% of the students scored 80% or above for each SLO. This was considered to be an acceptable level of competency.

In each case, results were obtained by faculty teaching in the particular course, and those faculty members will implement improvements. In the case of Bio 100, numerous faculty members participate in teaching the lab sections, so changes will be instituted in the lab manual to ensure continuity among lab sections.

- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

For Biol 100 and 100H the exams and quizzes will be changed to include essay questions instead of simply multiple choice. Rubrics will also be developed and faculty members will be asked to score essays written by students in a class other than their own. The Biol 100 classes will also be implemented the Flipped classroom method beginning Fall 2015, as well as online pre-lab procedures and online homework assignments. Other online resources have also been created and uploaded for student access on youtube.

At the start of the fall 2011-2012, students in BIO 107 earned an average of 1/5 on a pre-test in the use of microscopes and in the post-test the scores rose to 4/5 on a 5 point rubric. This 5 point rubric would translate into 40% of the students entering Human Biology at level 1 in the assessment rubric (Student performs few of the steps in the proper order and omits numerous non-critical steps) and at the end of the course 80% of the students were at level 4 (Student can correctly use instrument, completing all the required steps).

Students were evaluated by challenging them to properly use a compound microscope using a practical examination method. In all courses instructors judged the success of students accomplishing this SLO by individually assessing a variety of their microscope skills at the start of the semester versus at the end of the semester. An average of approximately 15% improvements was observed over the course of the semester.

Fall 2013: Students were casually assessed the first week of classes in Biol 231 on their ability to properly set up the light microscope when viewing prepared slides. As the instructors individually helped students with viewing slides they first checked individual microscopes to see if critical illumination was properly set up. During the first week of classes only 24% of the students showed they could properly set up a microscope. This suggested that they did not retain that information from the pre-requisite class (BIOL 107). As each student was individually aided in using the microscope they were told this skill would appear on the practical exam. A practical exam question similar to the one asked in 107 was designed. Faculty are working together to figure out a way to improve student retention on microscope
Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Curriculum for Biol 231 (Physiology) has had several changes due to course assessment results. Assessment data demonstrated that students were benefited by the addition of more quizzes during the semester in both lecture and laboratory time. The addition of online quizzes, as well as the ability to improve a student’s score by correcting mistakes on the quiz showed a direct correlation to student success on the lecture and lab exams. Additional quizzes were implemented during Spring 2014.

Over the last four years, the Biology’s approach to assessment has evolved and in several classes now a standard of pre-test is given at the beginning of the semester and post-test questions given on the final exam. These questions match with SLOs for the course. Data are then evaluated by the professors who teach the course and strategies for improvement are implemented.

Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

There has not been any new/continuing/increased allocation of resources in any course based on assessment results.

Enter any information that the above questions do not address.

Click here to enter text.

CHDV

Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

All course SLOs and PLOs have been assessed according to the six year assessment plan. Extensive dialog takes place in regards to student success and retention data. Part-time faculty are supportive of the process. Our program’s emphasis on reflective practices can be seen by the amount of self-reflection and dialog that takes place not just among faculty and lab staff (both full and part-time), but also among faculty, lab staff and the students. This emphasis on reflection is a part of each of our “signature assignments”. Students are consistently asked to reflect upon their growth in knowledge, skills and beliefs as well as how they will apply this information in their future work with children. These student reflections provide valuable qualitative data for faculty. Faculty dialogue regarding successes and concerns with assignments as well as input from students has resulted in an ongoing reflection/revision process contributing to the development of assignments, sharing of instructional strategies, data analysis and the development of action plans.

Course-Level Student Learning Outcomes (all programs complete this section)
• Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

Fall 2013: CHDV100, 106, 110, 111, 134, 142, 150, 160, 200, 210, 240

Spring 2014: CHDV100, 106, 110, 137, 142, 150, 160, 200, 210

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

• Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

  Through prior assessment results, extensive faculty dialogue and ongoing revisions, the “signature assignments” utilized within our program provide a combination of formative and summative assessment data that is used to assess our SLOs, related PLOs and ultimately map to VVC ILOs. These signature assignments consist of:

• a variety of observations; each with its own focus depending on the course.
• research projects focusing on complex community issues, various child development concepts and the application of theory.
• persuasive essays requiring students to synthesize, apply and communicate knowledge of child development theory and concepts to pose valid arguments in defense of play based learning.
• students’ development of philosophy statements
• students’ analyses of case studies and development of action plans
• identification and analysis of Title 22 regulations
• students’ development of preschool curriculums that are deemed age and culturally appropriate and based on theory
• students’ completion of authentic assessments utilized within the field of child development and the creation of appropriate preschool lesson plans based on their assessments.
• students’ implementation of the knowledge, skills and beliefs obtained in prior classes during the capstone practicum class which involves student teaching and the creation of a professional portfolio (with increasingly more students using a digital e-portfolio format).

• Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Assessment results for the majority of our “signature assignments” reveal that students are meeting our criterion for success (successfully completing each assignment with a grade of 70% C or higher). Exceptions where the criterion have not been met have been noted in the following instances: when comparing success rates between online and on campus courses; when comparing student success rates
in courses taught by full and part-time faculty; and involving those assignments where students are required to demonstrate advanced critical thinking skills involving analyzing, synthesizing and evaluating.

Another factor contributing to some students’ lack of success has been their lack of preparedness in college level writing. Based on faculty dialogue and comparison of end of course data, the following table illustrates those signature related SLO’s in which criterion were and were not met.

Note: While a minimum of 70% of students are meeting the criterion for many of our signature assignments, it is very concerning that 30% are not. It is also very concerning that the numbers of successful students in our courses are declining (see success and retention data on pages 12 and 13).

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>SLO Measured</th>
<th>Fall 2013 Criterion Met?</th>
<th>Spring 2014 Criterion Met?</th>
<th>Related PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 100</td>
<td>Domains Observation</td>
<td>1,2,3,4,5</td>
<td>Yes for all SLO’s</td>
<td>Yes for all SLO’s</td>
<td>PLO 1</td>
</tr>
<tr>
<td>CHDV 106</td>
<td>Research/Community Agency Paper</td>
<td>1,2,3</td>
<td>Yes for all SLO’s</td>
<td>Yes for all SLO’s</td>
<td>PLO 4</td>
</tr>
<tr>
<td>CHDV 110</td>
<td>Observation</td>
<td>1,3</td>
<td>Yes for both</td>
<td>Yes for both</td>
<td>PLO 3</td>
</tr>
<tr>
<td></td>
<td>Persuasive Essay on Play</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>Philosophy Statement</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>Guidance Scenarios</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>PLO 3</td>
</tr>
<tr>
<td>CHDV 111</td>
<td>Final Exam</td>
<td>1,3</td>
<td>Yes for both</td>
<td>Yes for both</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
<td>----</td>
</tr>
<tr>
<td>CHDV 134</td>
<td>Thematic Plan</td>
<td>1</td>
<td>Yes</td>
<td>NA</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Book Review</td>
<td>2</td>
<td>Yes</td>
<td>NA</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Compare Contrast</td>
<td>3</td>
<td>Yes</td>
<td>NA</td>
<td>----</td>
</tr>
<tr>
<td>CHDV 137</td>
<td>Historical Chart</td>
<td>1</td>
<td>NA</td>
<td>Yes</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Family Interview</td>
<td>2</td>
<td>NA</td>
<td>Yes</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Curriculum Project</td>
<td>3</td>
<td>NA</td>
<td>Yes</td>
<td>----</td>
</tr>
<tr>
<td>CHDV 142</td>
<td>Title 22 Health &amp; Safety Observation</td>
<td>1,2,4</td>
<td>Yes for all</td>
<td>NA</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Menu Planning</td>
<td>3</td>
<td>Yes</td>
<td>NA</td>
<td>----</td>
</tr>
<tr>
<td>CHDV 150</td>
<td>Thematic Unit</td>
<td>1,3</td>
<td>Yes for both</td>
<td>PLO 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation</td>
<td>2</td>
<td>Yes</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>CHDV 160</td>
<td>DRDP</td>
<td>2,3</td>
<td>Yes</td>
<td>PLO 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRDP Progress Report</td>
<td>2,3</td>
<td>Yes</td>
<td>PLO 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authentic Assessment Disc. Board</td>
<td>1</td>
<td>Yes</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECERS</td>
<td>2</td>
<td>Yes</td>
<td>PLO 2</td>
<td></td>
</tr>
<tr>
<td>CHDV 200</td>
<td>Culturally Relevant Block Plan</td>
<td></td>
<td></td>
<td></td>
<td>PLO 2</td>
</tr>
<tr>
<td>CHDV 210</td>
<td>Professional Portfolio</td>
<td>2</td>
<td>Yes</td>
<td>NA</td>
<td>PLO2</td>
</tr>
</tbody>
</table>
- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

CHDV106 Child, Family and Community – assessment results of our Research Paper on Community Agencies repeatedly showed that students were having an extremely difficult time with this assignment. After extensive dialog between full and part-time faculty, the assignment guidelines have undergone repeated revisions to clarify expectations for students and provide them prompts and outlines. Each semester, assessment results improved somewhat. Eventually, faculty determined that another assessment was more appropriate and more meaningful/engaging to our students (replacing the research paper with an “annotated bibliography” that will still provide students with experience in critically reviewing the literature, using library databases, and identifying local resources relevant to their topics). This demonstrates the importance of faculty dialog, brainstorming and faculty willingness to try new assessment strategies.

Similar positive assessment results have occurred in many of our courses, including: CHDV100, CHDV142, CHDV150, and CHDV200.

- Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Planning for each semester begins with faculty dialogue on the previous semester’s “action plan”. This action plan is implemented with outcomes assessed at the end of the current semester. What follows is an example of “closing the loop” from our CHDV200 Diversity course (the majority of our core courses go through this assessment cycle):

**Action plan from Spring 2014**

- Small group discussion on what is an optimal quality classroom that consider culturally relevant and anti-bias environment; *(put into practice and ongoing)*
- Continue to provide an opportunity for the students to observe the lab classroom and assess the environment. *(put into practice and ongoing)*
- Continue to allow students to use the same two programs that they have observed during CHDV 110 course work, however, will remind them about the context of CHDV 200 and what they must include in CHDV 200 course work. *(put into practice and ongoing)*
**Action plan for Fall 2014 (Results used):**

- Data showed that the students were meeting the criteria for Spring 2014. Therefore, the same plan will be utilized for fall 2014.
- Continue with going over the guidelines in-depth and provide concrete examples.
- Will continue with making sure that students have a clear understanding of what is expected of them.
- Will ask them to interpret and articulate what the assignment is and what I am looking for.
- Will give in-class time to work on the write up so that I can see that they are on the right track.
- Will continue to provide in-class small group activities, reviewing and practicing components that might facilitate their ability to make connection to class concepts as well as ability to think critically.

| Compare to last semester (Fall 2013) this semester (Spring 2014) has higher completing rate, 100% completion rate as well as 100% of students earned 70% or better. This data attributes to modification of the due date of the assignment, providing time for them to do the assignments and taking them to the VVC CDC lab to observe the class concepts. I will continue with this exercise. Will continue to support and hopefully will get the same result in Fall 2014. |

- Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

  Assessment results over the last three semesters have identified significant decreases in student success and retention (and correspondingly lower FTES/headcounts) which points to the need for students to receive additional assistance with course assignments as well as opportunities for collaborating/dialoging with peers; however, with only two full-time faculty, this is difficult. Proposed solution:

  *Increase declining student success/retention rates through the use of a part-time instructional tutor who is familiar with the CHDV program’s signature assignments, state assessment tools, and CHDV PLOs assessed in the CHDV Professional Portfolio.*

- Enter any information that the above questions do not address.

  ** It is important to note (as noted in the table on page 19) that students are increasingly performing well on our “signature assignments” designed to assess our SLO’s and PLO’s (and ultimately map to the ILO’s). While a minimum of 70% of students are meeting the criterion for success on these “signature assignments”, up to 30% of our students are struggling. It is most likely these same 30% of our students who are contributing to our declining student success and retention rates (see data on decreasing success and retention rates on pages 12 and 13).
Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

PLO 1: Demonstrates the ability to integrate knowledge of (the needs, the characteristics, and multiple influences on) development of children (birth to age eight) as related to high quality of care and education of young children.

PLO 2: Design, implement, and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.

PLO 3: Apply effective guidance and interaction strategies that support all children’s social learning identity and self-confidence.

PLO 4: Develop and implement strategies that promote partnerships between programs, teachers, families, and their communities.

PLO 5: Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the early care and education profession.

- Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The table below identifies the CHDV Program Core Courses, Related SLO’s and Related PLO’s – all of which are mapped in TracDat.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>SLO Measured</th>
<th>Related PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 100</td>
<td>Domains Observation</td>
<td>1,2,3,4,5</td>
<td>PLO 1</td>
</tr>
<tr>
<td>CHDV 106</td>
<td>Research/Community Agency Paper</td>
<td>1,2,3</td>
<td>PLO 4</td>
</tr>
<tr>
<td>CHDV 110</td>
<td>Observation</td>
<td>1,3</td>
<td>PLO 3</td>
</tr>
<tr>
<td></td>
<td>Persuasive Essay on Play</td>
<td>4</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>Philosophy Statement</td>
<td>2</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>Guidance Scenarios</td>
<td>5</td>
<td>PLO 3</td>
</tr>
<tr>
<td>CHDV 142</td>
<td>Title 22 Health &amp; Safety Observation</td>
<td>1,2,4</td>
<td>PLO 1</td>
</tr>
<tr>
<td>CHDV 150</td>
<td>Thematic Unit</td>
<td>1,3</td>
<td>PLO 2</td>
</tr>
<tr>
<td>CHDV 160</td>
<td>DRDP</td>
<td>2,3</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>DRDP Progress Report</td>
<td>2,3</td>
<td>PLO 4</td>
</tr>
<tr>
<td></td>
<td>Authentic Assessment Disc. Board</td>
<td>1</td>
<td>PLO 1</td>
</tr>
<tr>
<td></td>
<td>ECERS</td>
<td>2</td>
<td>PLO 2</td>
</tr>
<tr>
<td>CHDV 200</td>
<td>Culturally Relevant Block Plan</td>
<td>2</td>
<td>PLO 2</td>
</tr>
<tr>
<td>CHDV 210</td>
<td>Professional Portfolio Cover Sheets</td>
<td>2</td>
<td>PLO’s: 1, 2, 3, 4, and 5</td>
</tr>
</tbody>
</table>
Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

Based upon the following definition of “Authentic Assessment” from the National Education Assn. (2014), authentic assessment is the primary assessment tool used within the Child Development Program.

*A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills* -- Jon Mueller

In each of the Child Development Program’s courses, students are required to apply concepts to real life scenarios. This application of course concepts becomes increasingly complex as students progress through each of the eight core courses – starting with CHDV100 and ending with CHDV210 Practicum. Students are expected to be able to become increasingly proficient at analyzing situations, synthesizing course concepts to develop education plans, evaluate environments, compile guidance strategies, share information with families, and hone their skills as professional and ethical practitioners.

- If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

NA

- Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

The mapping of course and program level outcomes has been mapped with no changes warranting any revisions.

- How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

While a minimum of 70% of students are meeting the criterion for success on these “signature assignments”, up to 30% of our students are struggling. It is most likely these same 30% of our students who are contributing to our declining student success and retention rates (see data on decreasing success and retention rates on pages 12 and 13).

We realize that the hiring of a full-time faculty to replace our recently retired senior faculty is not yet an option; however, we are hopeful that the addition of a **part-time instructional tutor who is familiar with the CHDV program’s signature assignments, state assessment tools, and**
CHDV PLOs assessed in the CHDV Professional Portfolio will provide a cost-effective way of providing much needed support to our struggling students (thereby increasing our declining retention and success rates).

- Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

The program’s two full-time faculty have frequent conversations regarding SLO and PLO assessments and program improvement. Information is shared with part-time faculty through email, conference calls and department meetings. Meeting minutes and copies of assessment action plans are distributed to all faculty (full and part time) through email. Documents are uploaded into a departmental folder on TracDat.

- Enter any information that the above questions do not address.

CIDG

- Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

Initially our program was told to assess all SLO’s for all courses offered in our program. We did accomplish that to the tune of 100% compliance. This year we are adhering to our 6-year Assessment Plan cycle and will be assessing our SLO’s according to that plan. We have successfully “closed the loop” with one complete assessment cycle. Currently no changes are anticipated to the 6-year assessment plan.

Course-Level Student Learning Outcomes (all programs complete this section)

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

CIDG 50…………CIDG 65 …..CIDG 80 …..CIDG 81……CIDG 101……CIDG 103
CIDG 108……CIDG 110 …..CIDG 120 …CIDG 160……CIDG 210……CIDG 250
CIDG 260……CIDG 261 …..MERT 50...... MERT 51……MERT 52……MERT 56
MERT 74
• Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

Please see responses below:

• Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Various assessment tools where used complete data collection for student learning outcomes. These included worksheet handouts, quizzes, tests, and exams including true/false, multiple-choice, fill in and essay type questions. The department also uses performance based exams where a student had to complete a given project (drawing or animation) within a specific amount of time as well as projects including scenes, character, development, short animations, portfolios, demo reels, engineering and architectural drawings, (computerized as well as hand drawn), 3-D drawings and assemblies, model building, color rendering, classroom presentations.

• Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The data collected for SLO assessments for courses across the department assisted us in refining our curriculum especially in the areas of lectures, tutorials, handouts, assignment selections. Particular courses SLO assessments that were helpful included our CIDG 101 Introduction to Drafting in which we learned that many students struggled with the fundamentals of drafting which included visualization, drafting technique, and especially time management. We learned that our expectations of students completing work outside of the designated lab time was too high and therefore we reduced the number of drawings in order for them to be able to complete their work during the given lab hours. CIDG 110 results showed that we were teaching the concepts of drafting as well as the computer software in an effective way. However, the results also indicated that students must attend the full classes' lecture and lab times in order to obtain the knowledge of the software as well as complete their given assignments. There is a direct correlation between the student’s attendance patterns and their success in any of their courses. CIDG 108 results indicated the student’s willingness to work on their model building projects at home more than in the lab. We believe this is direct caused by the high motivational level and enthusiasm they receive from building a model and not letting their classmates see it until the day they give their presentation. It is this exact enthusiasm that we are striving for with all of our projects and assignments. We continue to search for meaningful “fun” projects that will generate this high level of engagement by the students.
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

One course in particular where the SLO assessment results required us to make a change was the CIDG 110 2-D AutoCAD. We realized that this course had too many assignments and the students could not complete them in the given amount of lab time assigned to the course. Therefore, we reduced the number of assignments and their complexity while still maintaining a high level of learning and skill development. The sheer number of assignments was reduced by 20%, however, more importantly, the complexity of certain assignments was dialed back to still include all the relevant concepts without sacrificing the integrity of the skills to be developed, taught, and achieved. This particular change was discovered in the fall of 2013 and implemented the very next semester in the spring of 2014.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

A complete loop has been assessed in the above mentioned course, CIDG 110 2-D AutoCAD. After making the changes to the number of assignments and the complexity of certain assignments this course was reassessed at the end of the spring 2013 semester. The results were just as expected. Overall, the students SLO assessment results were 5% higher than the previous semester.

Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

Our programs SLO assessment results directly lead to one major purchase for our department and that was the acquisition of a 3-D printer. Our results showed us that we needed a way to increase student motivation, enthusiasm, and dedication to their assignments as well as an attempt to increase their overall attendance in our courses. We were able to purchase a 3-D printer from our Perkins allocation and this has greatly achieved the success we are seeing in the students increased motivation, enthusiasm, and overall attendance. Basically stated, “We now have the fun factor” we were looking for...

In addition, our results indicated a need to stay current with the industry standard software we teach in our entire computer based curriculum. We have been able to maintain the purchasing of all of our required software licenses each year therefore giving us the ability to maintain our industry standard labs. With the increase computer power required to run this more sophisticated software we will need to replace one of our computer labs over the winter break. The assessment results allowed us to secure additional Perkins funds this school year to be able to replace the 28 computers in our Animation program. We look forward to more positive SLO assessment data next spring.

Enter any information that the above questions do not address.
The need for replacing computers and other equipment in the labs is an ongoing process. This is two-fold. First the computers get old and worn out and second the technology required to run the latest software requires upgrading the computers typically on a three-year cycle. We have attempted to maintain three computer labs on this cycle by replacing at least one lab per year when funds are available. We are also striving to increase the “fun factor” for our students by bringing in cutting edge technology into our curriculum and exposing our students to what they will encounter in the real world. We have also noticed that our advisory committees indicate that over the past several years are students are exiting our programs more prepared for critical thinking, logic, hard work, dedication, and they are making a better overall candidate for employment. We have also discovered that our students who transfer to a 4-year institution are having less difficulty transitioning to the rigors of university life because of their more well-rounded education here at VVC.

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

CIDG/MEDIA ARTS PLO’S

For CAD & Drafting

1. To create compelling two and three dimensional projects that meet current industry standards.
2. To discuss the key components of design, process, layout, and function as it relates to the real world.

For Animation

1. To create compelling two and three dimensional projects that meet current industry standards.
2. To discuss the key components of design, process, layout, and function as it relates to the real world.
3. To develop scene aesthetics that emphasizes creativity and storytelling.
Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

The individual SLO’s per course are aligned with the PLO’s through a process of curriculum and assignment/projects that gradually become more complex through the courses leading to program completion. We will create a graph mapping our course SLO’s to their respect PLO’s this coming school year.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

• Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

No unique PLO assessments where implemented over the past three years....

• If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

We plan to identify one of our capstone courses to assess our PLO’s. The assessment tool will be a final project that incorporates many of the SLO’s across the curriculum that lead to the completion of a certificate and/or degree.

• Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

We will need to map our course and program-level outcomes in TracDat once we attend the TracDat training being offered in the spring of 2015. Currently none of our faculty and staff has had TracDat training. We also understand that the SharePoint and TracDAT software will be upgraded before this training starts.

• How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

We will be able to address this question next year once the PLO assessments have been performed.

• Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

This past year our discussions of SLO assessments have taken place on informal bases through one-on-one discussions with faculty. Our program is unique in that we only have 1 to 3 faculty members in each program. It is easier to have a meeting with 1-3 people on informal bases than
scheduling an entire meeting of the program. This semester we will schedule a formal meeting to discuss SLO’s in each of the programs and we will make sure to take formal minutes and place them on our program page in sharepoint.

Both of our full-time faculty members; Claude Oliver and Steve Nelle, along with all of our adjunct faculty members: Doug Cross, Jeff Stalians, Gary Whiting, and Michael Clark have been involved in formal departmental discussions as well as countless informal discussions and one on one discussions with either me, as department chair, or with each other in preparing and planning our departments PLO’s, SLO’s and assessment strategies. We plan to review, as a group, our student learning outcome assessments and discuss changes we will need to make in the areas of program improvement. Those areas could include teaching methodology, selection of assignments and projects, curriculum review, textbook/workbook review, purchasing equipment, software, supplies, and related materials, reviewing and revising our SLO’s and PLO’s, and many other factors related to a successful CIDG & MERT program. These discussions will occur during the second month of the fall 2014 semester, once we have completed our assessment cycle.

- Enter any information that the above questions do not address.

Once again, our program is very small and often there is only one or two instructors teaching the courses leading to certificates and a degree. Therefore we rely heavily on their free time to complete the ever increasing work that is being placed on faculty. This work is very time consuming as in many areas is starting to affect what we are able to accomplish in the classroom.

CIS

- Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

CIS has just updated their 6-year assessment plan this semester. Prior to this we have been listing and assessing all assignments. We have done this because our LMS software (Moodle or Blackboard) provides this capability and we felt it provided a more complete picture of student success. After further training on assessments, we are now only doing full assessment of SLOs on the first offering of a new class. After that we will follow the 6-year plan for assessing the specific SLO listed. The majority of classes have had their SLOs uploaded.

Course-Level Student Learning Outcomes (all programs complete this section)

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

All courses are assessed each semester. We are now doing this in accordance with our 6-year plan.

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for
All assessments point to a couple of common problems with retention and success. While the retention rate is less than what is desired, the success of those students who do stay is relatively high, often close to 85%-90%. There is a common thread among the students who do not meet the success threshold:

1. This is that they do not make attempts at assignments;
2. There tends to be many zeros among those failing grades.

It is the opinion of the department that the main reason for this is that the students have no open lab to complete assignments after class time and may not have the required resources at home or the support they need to complete labs on their own. While most of our classes offer some form of instructor led lab, many students can not keep up with the overall pace of the class must follow to cover all of the required curriculum within the time constraints of the class.

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

This varies depending on the course taught. In general almost all courses have a combination of tests and quizzes used to evaluate knowledge of terminology and theory. Projects are used to assess ability to complete hands-on assignments which test practical knowledge and the ability to solve problems using critical reasoning skills learned in the class. The ratio of these depend on the specific course content but generally follow the ratio of lecture units to lab units.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The majority of class have acceptable SLOs success rates for the students that complete the course. The problem is that we do not have the required resources to provide support for many students. This results in a lower retention rate because students have a hard time completing assignments without the required resources. This is most evident in lab intensive courses such as the operating systems. Since we have no lab environment available to students they have to perform this portion of the class on their own.

- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

It was determined that multiple courses needed to have the SLO revises either because the SLO were not written in a way that made assessment relative. CIS 67 was one of these. The old SLO were too wordy because they were based on the CompTIA objectives. The amount of detail in the objectives made it hard to assess. The SLOs were summarized and made to match achievable procedures.

After closing the loop on the assessment cycle, the instructors that teach the programming and software development courses determined that some of the SLO’s were not easily assessed because they were somewhat redundant and difficult to measure. As a result of analyzing the assessments for the
programming classes, the SLO’s for CIS 201, CIS 202, CIS 83, and CIS 94 have been rewritten and are currently in the curriculum committee queue. The SLO’s were rewritten as better measurable outcomes so authentic assessments can then be made for subsequent assessment cycles.

- Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Almost all of the CIS courses have had the loop closed. Various changes have been made and are in the process of being made.

- More classes are being moved from online format to a hybrid format so the instructor can have more interaction directly with the students.
- SLO for multiple classes have been rewritten.
- Certificates have been rewritten to better match our ability to provide the required resources to complete the certificates.

- Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

Some of the problems that have been addressed in SLO assessments are:

- Textbook prices: About 20% of students do not buy the book. This is one of the reasons for low retention rate. We have renegotiated some of the book prices with our publishers. The new CIS 101 book was listed at $179 and we worked with the publisher to customize the book and sell it for $125. In other classes the instructors are locating less expensive books for use in their class. This has already helped improve retention this semester. Two CIS 101 course for fall 2013 had 27 students between two sections. For the equivalent CIS 101 courses for fall 2014 there are currently 38 still enrolled.
- Inadequate Resources: Of the students that fail the class there is a pattern where they have not made attempts at multiple assignments, resulting in too many zero grades. However, they often have passing scores for assignments completed. We feel this is because they do not have the time or resources required to complete assignment and then fall further behind trying to catch up on past assignments. For the CIS 101 fall 2013 this was 10% on average but some semesters it is higher.

Assessments have led to requesting an increased allocation of resources in the form an Instructional Assistant and open lab environment. We have suspected for a while that students are not getting the lab time they require to reinforce classroom instruction to the point where they understand it.

- Enter any information that the above questions do not address.

We interact with students every day. We often hear their frustration about not having the time or place to complete required lab assignments. Our students have gone in front of the Board of Trustees to explain this on multiple occasions in the past.

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:
1. Evaluate information technology applications and systems.
2. Communicate information technology concepts effectively with technical and non-technical audiences.
3. Analyze technical problems related to environments where information technology is applied.
4. Implement logical software solutions including documentation for an identified use case.
5. Synthesize information technology with environments which satisfy sustainability, security, fault tolerance, legal and other requirements.

● Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

PLO are a program level assessment and every single course will not necessarily align to each of the PLOs. The goal is to have series of courses and certificates and degrees align to them. We have a mapping that shows each course and how it maps to the PLOs. It will be attached.  (CIS PLO course mapping attached)

**Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:**

● Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

● If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

The CIS department is planning to use data from Moodle as well as utilizing Google Drive to develop more unique (authentic) PLO assessments. The thought was to develop exit surveys for courses that could be considered more “capstone” such as CIS 202, and to develop more capstone projects for courses that would represent the outcomes defined as program level such as the software development courses.

After analyzing the data from the assessments of the past three years it was determined that the SLO to PLO linkage must be reevaluated and recalibrated. The department is dialing in the data better as faculty are beginning to better understand the assessment process. After 1 year of assessment data collection, it is revealed that the assessment criteria for many of the SLO’s are difficult to measure. The PLO’s will be better assessed when we “pare down” the amount of assessments to more reasonable and accurate assessment items. Currently we have too many data points and as a result the assessments taken as a whole do not help to reflect the program level assessments accurately.

As a result of this analysis, the faculty are rewriting many of the SLO’s for those courses that will better serve as feeders to the program level outcomes and there will be better alignment with the PLO’s as defined. CIS Faculty have been shown the new upload procedure for TracDat assessment data and the data will be placed in a more uniform location so a more collaborative effort for overall program assessment can be achieved.
Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

The department has determined that in order to have authentic assessments it needs to identify outcomes that are clearly measurable. There is a mapping, and the faculty have evaluated it and determined that SLO’s and their linkages to the PLO’s need to be refined. As a result of evaluating the mapping several of the faculty have started the process in Curricunet of redoing SLO’s for many of the courses.

As an example, the technology synthesis program level outcome is an important outcome, but it is necessary to realign the course to program outcome mapping so that a unique and authentic alignment can be demonstrated. At the present time, the department has too many courses linked to that PLO. The technology synthesis learning outcome requires alignment with classes that more “capstone”.

As the college begins to dial in its understanding of TracDat and the types of reporting that is available, the department will be able to better improve the relationship between course and program level outcome. At the moment, the reports from TracDat are scant. The department will continue to refine its processes and is committed to aligning the course to program outcome linkage.

How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

Since the department has determined that alignment with more capstone courses is necessary to have authentic assessments, this will require more emphasis to be placed on project based assessment. Projects whether individual or group require more out of class time. As previously mentioned in this report, the addition of an instructional assistant to staff an open lab will help to improve and maintain the overall success of the program.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

The department discusses SLO’s and PLO data every time it meets. There is an ongoing commitment on the part of the data to continuously improve the program using data driven decisions. Internally, the department now keeps the meeting minutes remotely on Google Drive. The related documents will be uploaded to Sharepoint as required. The department is committed to having regular (once a month) meetings to discuss the SLO and PLO data. There are regular discussions that happen in Google Drive as well and those chat logs will be stored as well.

Enter any information that the above questions do not address.

ELEC

Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.
We are still in the process of assessing and preparing to upload data to TracDat according to the department 6-year assessment plan.

**Course-Level Student Learning Outcomes (all programs complete this section)**

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).
  
  ELCT 110, ELCT 73, ELCT 71, ELCT 61, ELCT 50, ELCT 131, ELCT 132, ELCT 57, ELCT 78A

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:
  
  ELCT 110, ELCT 73, ELCT 71, ELCT 61, ELCT 50, ELCT 131, ELCT 132, ELCT 57, ELCT 78A

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

  End of chapter multiple-choice quizzes, hands-on project, midterm quiz, final quiz, final hands-on project, presentation, homework assignments

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

  Courses with online component such as hybrid classes, students SLOs improved when the test where administered online with increased time to take the test. SLOs also improved for hands-on projects when the assignments where given to a group for a group project. Also hands-on projects tend to improve the overall SLO of the class. Implementing practice exams before the final exam has improved the SLOs and success rate considerably specifically for the Cisco classes, which has the practice final test built into the curriculum.

- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

  ELCT 78A, the instructor started reviewing the practice final test with students prior to taking the final, and providing final practice hands-on projects before the final hands-on has improved the SLOs and success rate for the students

- Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

  ELCT 78A, loops of assessment closed and student SLOs has improved as mentioned above.
• Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

ELCT 78A, the assessment identified an increased time allocated to hands-on LAB did improve LAB hands-on final completion rate.

• Enter any information that the above questions do not address.

Click here to enter text.

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

1- Be able to apply principles of mathematics and applied science, to perform technical calculations and solve technical problems of the types commonly encountered in electronics and computer technology careers.

2- Demonstrate the ability to identify, formulate, and present creative solutions to technical problems in a variety of specialty areas within the broad fields of electronics and computer technology.

3- Be able to function competently in a laboratory setting, making measurements, operating technical equipment, critically examining experimental results, and properly reporting on experimental results, including their potential for improvement.

4- Be able to use modern computational tools for technical problem solving, including scientific calculators, computers, and appropriate software.

5- Recognize the need for life-long learning and possess the skills to maintain and improve technical and non-technical abilities.

6- Demonstrate an ability to communicate and function effectively with members of multi-disciplinary teams from a variety of backgrounds.

7- Demonstrate an ability to utilize computer software applications used in electronics and computer technology such as but not limited to: MultiSim, MathCad, Packet Tracer, LabView and basic programming.

• Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

All our courses SLOs align with the department’s PLOs

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:
Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

In our Cisco Networking Academy program, online tools designed specifically by the academy to track student’s success and SLO evaluation, has provided us with the feedback to close loops in the program and effectively improve student success. The tools are provided online, it automatically track all students activity including assignments, projects, grades, tests, quizzes, LABs, and final to overall provide SLO and PLO map.

If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

Evaluating the completion rate of the hands-on LABs and final LAB required in some of the Cisco, and electronics classes, which provided us with the needed requirements to adjust these LABs to successfully satisfy program PLOs and students SLOs.

Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

None

How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

It has led us to identify and implement new certifications and courses to maintain the success of the program.

Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

Department meetings and also during the advisory board meetings, such minutes are available with division chair.

Enter any information that the above questions do not address.

Click here to enter text.

MATH

Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.
All math courses are assessed each term. The department made this decision in order to improve its program as well as gather data in hopes of grant funding. No changes were made in the 6 year plan other than adding new courses as they were offered (Math 116, Math 119).

**Course-Level Student Learning Outcomes (all programs complete this section)**

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

All math courses are assessed each term they are offered.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

The department has selected problems for each course which are aligned with the SLO’s. Each semester we review these problems and make changes as needed. Faculty then include these problems within their final exams and report the numbers of students successfully mastering each representative SLO problem, along with overall comments regarding the success/failure of their students. In our first department meeting each term, we discuss the results of the prior term(s) and determine action plans, curriculum changes or program changes as necessary.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

The math department continues to see two common comments from instructors: students are not committing themselves to adequate homework and preparation, and student attendance in class is poor, especially after the drop date each term. To address these concerns, the math department has continued to dialog on the matters.

Regarding homework completion in our math courses; in discussing this issue as a department, several suggestions to teachers include assigning quizzes to students based upon their homework, requiring homework (if not already doing so), as well as emphasizing use of an online homework system such as MyMathLab or Connect Math.

Regarding student attendance, especially after the last day to drop; in discussing this issue as a department, some teachers have found success with a class participation portion of the grade. It has been pointed out that if faculty are dynamic and hold students accountable, students will want to come to class.

In most areas, SLO results have shown decent proficiency. One trend that needs to be addressed is the factoring SLO in Math 12, Prealgebra. Part of the problem with this SLO is that the material it
addresses is at the very end of the course and has weak coverage in the texts we use. It is usually after learning how to factor polynomials using several methods that students become more proficient with the GCF method of factoring. The department seeks to address this issue.

Here is a summary of the SLO results over recent years.

<table>
<thead>
<tr>
<th></th>
<th>Math 6-1</th>
<th>Math 6-2</th>
<th>Math 6-3</th>
<th>Math 6-4</th>
<th>Math 6-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO</strong></td>
<td><strong>F 2008</strong></td>
<td><strong>F 2011</strong></td>
<td><strong>Spr 2012</strong></td>
<td><strong>Sum 2012</strong></td>
<td><strong>F 2012</strong></td>
</tr>
<tr>
<td>Apply arithmetic operations to whole numbers.</td>
<td>91.67%</td>
<td>86.79%</td>
<td>89.58%</td>
<td>97.37%</td>
<td>96.36%</td>
</tr>
<tr>
<td>Apply arithmetic operations to fractions.</td>
<td>91.67%</td>
<td>73.58%</td>
<td>81.25%</td>
<td>81.58%</td>
<td>54.55%</td>
</tr>
<tr>
<td>Apply arithmetic operations to decimals.</td>
<td>100%</td>
<td>81.13%</td>
<td>89.58%</td>
<td>65.79%</td>
<td>69.09%</td>
</tr>
<tr>
<td>Apply order of operations to expressions involving whole numbers, fractions, and decimals.</td>
<td>100%</td>
<td>75.47%</td>
<td>62.50%</td>
<td>78.95%</td>
<td>58.18%</td>
</tr>
<tr>
<td>Solve applications involving whole numbers, fractions, and decimals.</td>
<td>91.67%</td>
<td>73.58%</td>
<td>83.33%</td>
<td>78.95%</td>
<td>48.27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math 10 - 1</th>
<th>Math 10 - 2</th>
<th>Math 10 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO</strong></td>
<td><strong>F 2008</strong></td>
<td><strong>F 2011</strong></td>
<td><strong>Spr 2012</strong></td>
</tr>
<tr>
<td>Add, subtract, multiply and divide whole numbers, fractions and decimals.</td>
<td>67.35%</td>
<td>79.03%</td>
<td>84.34%</td>
</tr>
<tr>
<td>Solve percentage problems.</td>
<td>59.72%</td>
<td>66.24%</td>
<td>77.40%</td>
</tr>
<tr>
<td>Find the perimeter and area of basic polygons.</td>
<td>81.36%</td>
<td>82.10%</td>
<td>91%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math 12 - 1</th>
<th>Math 12 - 2</th>
<th>Math 12 - 3</th>
<th>Math 12 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO</strong></td>
<td><strong>F 2008</strong></td>
<td><strong>F 2011</strong></td>
<td><strong>Spr 2012</strong></td>
<td><strong>Sum 2012</strong></td>
</tr>
<tr>
<td>Solve linear equations and applications.</td>
<td>65.71%</td>
<td>92.86%</td>
<td>85.48%</td>
<td>75.87%</td>
</tr>
<tr>
<td>Perform order of operations using signed numbers.</td>
<td>75.27%</td>
<td>79.03%</td>
<td>74%</td>
<td>86.75%</td>
</tr>
<tr>
<td>Perform polynomial operations.</td>
<td>75.81%</td>
<td>55.65%</td>
<td>58%</td>
<td>77.48%</td>
</tr>
<tr>
<td>Factor polynomials.</td>
<td>67.57%</td>
<td>46.43%</td>
<td>66.13%</td>
<td>42.74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math 42 - 1</th>
<th>Math 42 - 2</th>
<th>Math 42 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO</strong></td>
<td><strong>F 2008</strong></td>
<td><strong>F 2011</strong></td>
<td><strong>Spr 2012</strong></td>
</tr>
<tr>
<td>Graph linear equations and inequalities.</td>
<td>58.70%</td>
<td>74.58%</td>
<td>82.81%</td>
</tr>
<tr>
<td>Factor polynomials.</td>
<td>63.40%</td>
<td>75.59%</td>
<td>73.62%</td>
</tr>
<tr>
<td>Solve a system of linear equations.</td>
<td>69.70%</td>
<td>79.26%</td>
<td>76.74%</td>
</tr>
<tr>
<td>Math 42 - 4</td>
<td>Simplify rational expressions.</td>
<td>49.00%</td>
<td>75.59%</td>
</tr>
<tr>
<td>Math 42 - 5</td>
<td>Solve first and/or second-degree polynomial equations.</td>
<td>59.10%</td>
<td>78.60%</td>
</tr>
<tr>
<td>Math 42 - 6</td>
<td>Translate words into algebraic expressions and equations.</td>
<td>SLO added in Spring 2013</td>
<td>82.52%</td>
</tr>
<tr>
<td>Math 90 - 1</td>
<td>find the domain of polynomial, radical, rational, exponential and logarithmic functions.</td>
<td>78.66%</td>
<td>73.05%</td>
</tr>
<tr>
<td>Math 90 - 2</td>
<td>express sets and inequalities using set notation and/or interval notation.</td>
<td>63.83%</td>
<td>73.95%</td>
</tr>
<tr>
<td>Math 90 - 3</td>
<td>choose an appropriate method (graphing, substitution, elimination, row reduction of matrices, or Cramer’s Rule) to solve a system of equations or an application involving a system of equations and determine whether the solution is reasonable.</td>
<td>66.67%</td>
<td>74.55%</td>
</tr>
<tr>
<td>Math 90 - 4</td>
<td>Translate application problems into algebraic equations.</td>
<td>SLO added in Spring 2013</td>
<td>78.97%</td>
</tr>
<tr>
<td>Math 90 - 6</td>
<td>Solve right triangle problems.</td>
<td>88.70%</td>
<td>96.30%</td>
</tr>
<tr>
<td>Math 90 - 7</td>
<td>Use trigonometric identities to evaluate a non-standard angle without the use of a calculator.</td>
<td>SLO added in Spring 2012</td>
<td>75.76%</td>
</tr>
<tr>
<td>Math 90 - 8</td>
<td>Evaluate the six trig functions at standard angles without the aid of a calculator.</td>
<td>SLO added in Spring 2014</td>
<td>92.31%</td>
</tr>
<tr>
<td>Math 104 - 2</td>
<td>Solve right triangle problems.</td>
<td>88.70%</td>
<td>96.30%</td>
</tr>
<tr>
<td>Math 104 - 3</td>
<td>Use trigonometric identities to evaluate a non-standard angle without the use of a calculator.</td>
<td>SLO added in Spring 2012</td>
<td>75.76%</td>
</tr>
<tr>
<td>Math 104 - 4</td>
<td>Evaluate the six trig functions at standard angles without the aid of a calculator.</td>
<td>SLO added in Spring 2014</td>
<td>92.31%</td>
</tr>
<tr>
<td>Math 105 - 2</td>
<td>Apply matrix algebra to determine the solution of a system of linear equations.</td>
<td>77.40%</td>
<td>52.27%</td>
</tr>
<tr>
<td>Math 105 - 3</td>
<td>Apply concepts of analytic geometry to the conic sections.</td>
<td>77.40%</td>
<td>75.28%</td>
</tr>
<tr>
<td>Math 105 - 4</td>
<td>Demonstrate knowledge of geometric and arithmetic</td>
<td>71.90%</td>
<td>86.36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Math H105 - 1</td>
<td>Recognize, graph and compute zeros for polynomial, rational, radical, logarithmic and exponential equations.</td>
<td>84.62%</td>
<td>100%</td>
</tr>
<tr>
<td>Math H105 - 2</td>
<td>Apply matrix algebra to determine the solution of a system of linear equations.</td>
<td>69.23%</td>
<td>57.14%</td>
</tr>
<tr>
<td>Math H105 - 3</td>
<td>Apply concepts of analytic geometry to the conic sections.</td>
<td>Fall only course.</td>
<td>76.92%</td>
</tr>
<tr>
<td>Math H105 - 4</td>
<td>Demonstrate knowledge of geometric and arithmetic sequences.</td>
<td>84.62%</td>
<td>100%</td>
</tr>
<tr>
<td>Math H105 - 5</td>
<td>Apply skills learned to real-life problems and present solutions in written and verbal form.</td>
<td>84.62%</td>
<td>85.71%</td>
</tr>
<tr>
<td>Math 116 - 1</td>
<td>Evaluate all six trigonometric functions in both radians and degrees.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Math 116 - 2</td>
<td>Apply transformation techniques to quadratic and trigonometric functions.</td>
<td>Course offered in Fall 2013 for the first time.</td>
<td>100%</td>
</tr>
<tr>
<td>Math 116 - 3</td>
<td>Evaluate limits in both graphical and algebraic forms.</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Math 119 - 1</td>
<td>Solve a system of linear equations using matrices.</td>
<td>100%</td>
<td>90.32%</td>
</tr>
<tr>
<td>Math 119 - 2</td>
<td>Maximize an application problem subject to constraints using linear programming and the simplex method.</td>
<td>96.46%</td>
<td>93.83%</td>
</tr>
<tr>
<td>Math 119 - 3</td>
<td>Solve conditional probability problems using tree diagrams and conditional probability.</td>
<td>100%</td>
<td>90.32%</td>
</tr>
<tr>
<td>Math 120 - 1</td>
<td>Find the sample mean and sample standard deviation of a given data</td>
<td>100%</td>
<td>90.32%</td>
</tr>
<tr>
<td>Math 120 - 2</td>
<td>find the area under the normal curve between two x-values.</td>
<td>91.67%</td>
<td>77.78%</td>
</tr>
<tr>
<td>Math 120 - 3</td>
<td>find and interpret a 95% confidence interval for a mean.</td>
<td>83.33%</td>
<td>74.04%</td>
</tr>
<tr>
<td>Math 120 - 4</td>
<td>perform a hypothesis test for the mean of a population.</td>
<td>77.78%</td>
<td>66.83%</td>
</tr>
</tbody>
</table>

| Math 132 - 1 | use Venn diagrams to solve applications. | 88.89% | 94.92% | 96% | 85.71% | 93.48% | 66.67% | 90% | 72.73% | 92.59% |
| Math 132 - 2 | use combinations and permutations to solve probability applications. | 44.44% | 89.83% | 96% | 77.14% | 71.74% | 83.33% | 95% | 77.27% | 81.48% |
| Math 132 - 3 | find the expected value of a probability distribution. | 51.85% | 69.49% | 92% | 82.86% | 63.04% | 66.67% | 85% | 59.09% | 77.78% |

| Math 226 - 1 | calculate basic limits. | 76.67% | 88.46% | 91.53% | 83.08% | 81.48% | 89.47% |
| Math 226 - 2 | calculate basic derivatives. | 73.33% | 84.62% | 84.75% | 93.85% | 85.19% | 89.47% |
| Math 226 - 3 | calculate basic integrals. | 66.67% | 76.92% | 84.75% | 60% | 77.78% | 78.95% |
| Math 226 - 4 | apply the derivative and integral to elementary applications. | 48.57% | 73.08% | 77.97% | 90.77% | 74.07% | 76.32% |

| Math H226 - 1 | calculate basic limits. | 75% |
| Math H226 - 2 | calculate basic derivatives. | 100% |
| Math H226 - 3 | calculate basic integrals. | 75% |
| Math H226 - 4 | apply the derivative and integral to elementary applications. | 75% |
| Math H226 - 5 | Read, analyze and construct basic proofs. | 75% |

| Math 227 - 1 | Find derivatives and integrals which include exponential, logarithmic, inverse trigonometric, polar and | 72.50% | 77.14% | 73.33% | 80% | 67.57% |
|-----------------|------------------------------------------------------------------------------|--------|--------|-----------|-----------|--------|-----------|-----------|--------|-----------|-----------|
| Math 227 - 2    | Solve integrals using integration by parts, partial fraction and trigonometric substitution. | 60%    | 85.71% | 86.67%    | 46.67%    | 87.70% |
| Math 227 - 3    | Determine whether a given improper integral is convergent or divergent, and evaluate the integral if it converges. | 55%    | 91.43% | 73.33%    | 66.67%    | 52%    |
| Math 227 - 4    | Find the convergence of an elementary infinite series.                       | 65%    | 82.86% | 66.67%    | 80%       | 80.49% |
| Math H227 - 1   | Find derivatives and integrals which include exponential, logarithmic inverse trigonometric, polar and parametric functions. | 100%   |        |           |           | 60%    |
| Math H227 - 2   | Solve integrals using integration by parts, partial fraction and trigonometric substitution. |        | 85.71% |           |           | 80%    |
| Math H227 - 3   | Determine whether a given improper integral is convergent or divergent, and evaluate the integral if it converges. |        | 85.71% |           |           | 80%    |
| Math H227 - 4   | Find the convergence of an elementary infinite series.                       |        | 57%    |           |           | 80%    |
| Math H227 - 5   | Analyze proofs of early calculus theorems and write proofs using more than one technique. |        | 100%   |           |           | 100%   |
| Math 228 - 1    | Calculate the derivative and integral for vector-valued functions.           | 92.30% | 92.86% | 65.63%    | 94.12%    | 86.67% | 100%      |           |        |           |           |
| Math 228 - 2    | Compute double, triple, and line integrals.                                  | 90.00% | 71.43% | 78.13%    | 88.24%    | 70%    | 73.91%    |           |        |           |           |
| Math 228 - 3    | Compute the gradient, curl and/or divergence of a vector-valued function.    | 100%   | 89.26% | 81.25%    | 88.24%    | 86.67% | 82.61%    |           |        |           |           |
| Math 231 - 1    | Use techniques of Linear Algebra to solve systems of linear equations.       | 93.33% |        | 100%      |           | 100%   |           |           |        |           |           |
| Math 231 - 2    | Apply eigenvalues and eigenvectors to problems of dynamical systems.         | 66.67% |        | 92.86%    |           | 97.22% |           |           |        |           |           |
| Math 232 - 1    | Use techniques of Linear Algebra to solve systems of linear equations.       |        |        |           |           |        |           |           |        |           |           |
| Math 232 - 2    | Apply eigenvalues and eigenvectors to problems of dynamical systems.         |        |        |           |           |        |           |           |        |           |           |
| Math 232 - 3    | Use techniques of Linear Algebra to solve systems of linear equations.       |        |        |           |           |        |           |           |        |           |           |
| Math 232 - 4    | Apply eigenvalues and eigenvectors to problems of dynamical systems.         |        |        |           |           |        |           |           |        |           |           |
| Math 232 - 5    | Use techniques of Linear Algebra to solve systems of linear equations.       |        |        |           |           |        |           |           |        |           |           |
Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

In reviewing SLO results and teacher comments, we come together to discuss the results and some of the teaching strategies teachers are trying. As noted in the comments described above, we are finding that students are not attending class like they should after the drop date and are not doing their homework. At the August 30, 2013 meeting, we shared examples of what we do in our classes to help address these problems. These notes were then emailed to any faculty not present at the meeting. It is our belief that this sharing of ideas and strategies will help address these problems. We again addressed these issues in our September 26, 2014 meeting and created a list of suggestions for faculty.

We also have noticed that scores in Math 120 online and Math 105 online have not been as successful as the math classes below them. We attribute this to more challenging coursework and less means of support for higher level classes. As a result we decided not to offer Math 105 as an online class for a while. Instead, we began to offer a hybrid flipped-classroom model for the coming year to bring together the best of online and on-site classrooms. We intend to the same in Math 120 in the next two semesters.

For years we have noticed a decline in the preparedness of our Math 226 students. Students have not mastered trigonometry and algebra to the level that they should in order to be successful in Math 226. As a result, we have opted to introduce Math 116 (Preparation for Calculus) to students earning a C in either Math 104 or Math 105.

Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Based on student grade data, we found that in the fall 2011 semester, we found that students earning C’s in Math 10 were not successful in our Math 50 course, whereas students earning a B or A were more successful. We went through the process of changing the prerequisite for Math 50 to a B, requiring those earning a C in Math 10 to take Math 12 (Pre-Algebra) prior to Math 50. It took time to change in the course catalog, and just went into effect in the summer 2013 term. Faculty who taught Math 50 during the summer term had much more responsive and successful classes. We will continue to monitor the improvement.
As a result of discussions based upon fall 2012 SLO results, it was decided to add additional SLO’s to Math 50 and Math 90 courses dealing with the translation of words into algebraic expressions and equations.

- Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

Several years ago, we noticed that our developmental students were not getting enough practice and tutoring in their classes. After studying models of tutoring programs from around the state and convincing the facilities committee that we needed a location for our math tutoring, the Math Success Center was opened in September 2012.

While funding was bleak, we managed to get by the first academic year. Funding, however, has decreased, and the Math Success Center, which requires at least $66,000 per year to operate, was only given an $8000 budget for the 2013-14 academic year (compared to a modest $77K for the English Department’s Writing Center). The VVC Foundation came to our aid in the 2013-14 academic year.

The Math Department insists that baseline funding for the Math Success Center be established for a minimum of $66,000 per year from the general fund. Studies show that successful completion of community college programs hinges on student success in mathematics. While we are continually seeking grant monies to supplement the Math Success Center, grant monies cannot be relied upon.

- Enter any information that the above questions do not address.

The Math Department will begin a Supplemental Instruction program in the spring 2015 term. Funding will be provided through Basic Skills grant money. The department also hopes to find the funds for SI support of Math 120 (not covered by Basic Skills grant money).

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

Students will be able to:

1. calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.
2. estimate arithmetic, algebraic, geometric, spatial, and statistical solutions.
3. solve arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology.
4. represent mathematical information numerically, symbolically, graphically, verbally, and visually using appropriate technology.
5. interpret mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
6. develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.
7. communicate mathematical theories and ideas clearly and concisely to others in the oral and written form.

- Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

In February 2012, the department met to map the SLOs to the PLOs and ILOs. There is a direct relationship between the two since the PLOs were developed in a way that summarized the SLOs in the department. We realize that this process is reversed and that the PLOs should help the SLOs be developed instead of the other way around, but the SLOs were in place long before we learned of the need to develop PLOs.

The PLOs were reviewed again in March 2013 at the SLO/PLO department meeting.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

The math department decided to assess its PLO’s throughout its upper division courses. Meetings were held in the spring 2013 term to discuss what exercises and activities within the courses best exemplified the PLO’s. Faculty in these courses were asked to assess these topics and activities in their courses and report the results along with their SLO results at the end of the term. Individual teachers were given the freedom to assess in the means they found best.

The following table lists the PLO’s along with the methods of assessment:

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.</td>
<td>Math 226 – Student demonstrates ability to calculate using infinity by adequately finding a limit.</td>
</tr>
<tr>
<td>2. estimate arithmetic, algebraic, geometric, spatial, and statistical solutions.</td>
<td>Math 227 – The student must apply Simpson’s Rule or Taylor’s approximation to a problem which is unsolvable using other calculus techniques.</td>
</tr>
<tr>
<td>3. solve arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology.</td>
<td>Math 270 – The students must show the solution to a first and a second order differential equations given initial conditions</td>
</tr>
<tr>
<td>4. represent mathematical information numerically, symbolically, graphically, verbally,</td>
<td>Math 105 – The student must analyze a polynomial</td>
</tr>
</tbody>
</table>
Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

In February 2012, the department met to map the SLOs to the PLOs and ILOs. There is a direct relationship between the two since the PLOs were developed in a way that summarized the SLOs in the department. We realize that this process is reversed and that the PLOs should help the SLOs be developed instead of the other way around, but the SLOs were in place long before we learned of the need to develop PLOs.

The following table tracks the PLO results for the past three terms:

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Methods of Assessment</th>
<th>Criteria for Success</th>
<th>Data Results Spring 2013</th>
<th>Data Results Fall 2013</th>
<th>Data Results Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.</td>
<td>Math 226 – Student demonstrates ability to calculate using infinity by adequately finding a limit.</td>
<td>70% will pass assessment item</td>
<td>51 out of 58 passed; 88%</td>
<td>16 out of 20 passed; 80%</td>
<td>28 out of 33 passed; 85%</td>
</tr>
<tr>
<td>2. estimate arithmetic, algebraic, geometric, spatial, and statistical solutions.</td>
<td>Math 227 – The student must apply Simpson’s Rule or Taylor’s approximation to a problem which is unsolvable using other</td>
<td>70% will pass assessment item</td>
<td>28 out of 28 passed; 100%</td>
<td>14 out of 15 passed; 93.3%</td>
<td>34 out of 44 passed; 63%</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Assessment Item</td>
<td>Passed 70%</td>
<td>Passed 66%</td>
<td>Passed 50%</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Math 270</td>
<td>The students must show the solution to a first and a second order differential equations given initial conditions</td>
<td>70% will pass assessment item</td>
<td>63 out of 72 passed; 87.5%</td>
<td>Not offered in fall 2013</td>
<td>14 out of 22 passed; 64%</td>
</tr>
<tr>
<td>Math 105</td>
<td>The student must analyze a polynomial graph using mathematical tools developed in the course</td>
<td>70% will pass assessment item</td>
<td>45 out of 59 passed; 76%</td>
<td>66 out of 76 passed; 86.8%</td>
<td>94 out of 130 passed; 72%</td>
</tr>
<tr>
<td>Math 120</td>
<td>Hypothesis test assignment</td>
<td>70% will pass assessment item</td>
<td>21 out of 32 passed; 65.6%</td>
<td>50 out of 88 passed; 56.8%</td>
<td>124 out of 158 passed; 78%</td>
</tr>
<tr>
<td>Math 228</td>
<td>The student must use gradient, curl and divergence to visualize and analyze a multi-dimensional model.</td>
<td>70% will pass assessment item</td>
<td>15 out of 18 passed; 83%</td>
<td>No results submitted</td>
<td>19 out of 24 passed; 79%</td>
</tr>
<tr>
<td>Math 231</td>
<td>The student must be able to write a proof of some property of vector spaces.</td>
<td>70% will pass assessment item</td>
<td>27 out of 39 passed; 69%</td>
<td>Not offered in fall 2013</td>
<td>20 out of 36 passed; 55.5%</td>
</tr>
</tbody>
</table>
• How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

Since the results of the SLO from Math 120 regarding hypothesis tests was also low in the fall and spring (SLO #4 – 72% and 70%, respectively), we made the recommendation to the Math 120 teachers to emphasize hypothesis testing. We also decided that we would like to look seriously into cutting the non-parametric statistics chapter from the end of Math 120 in order to make more time to emphasize hypothesis testing in the course. Since nonparametric statistics is not included in UC and CSU Intro to Statistics courses which we articulate to, we don’t think this will be an issue, but we will verify this move before a change is made. As a result of this emphasis on hypothesis testing, PLO #5 had much better results in Spring 2014. At the September 2014 department meeting we decided that one of our department goals should be to seek monies for a class set of graphing calculators and a license for statistical software. The math department also seeks to start a Supplemental Instruction (SI) section of Math 120 if funds can be found.

The remainder of the PLO’s seemed to be successful until just recently. Even though PLO #7, based on an assignment from Math 231 had 69% success, we thought it to be a very challenging assessment anyway and were not overly concerned. However, in the spring 2014 term, results began to slide for PLO’s #2, 5 and 7. Each of the courses contributing to these results were singleton class offerings, which could attribute to the fluctuation from term to term.

• Discuss how the program engages in discussion of SLO and PLO data for program improvement.
  Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

  The department discusses the SLO and PLO data from the previous term(s) at its first department meeting each semester. Discussion is documented in the department meeting minutes and is posted in SharePoint. SLO assessment data is posted on the Math Department web page: http://www.vvc.edu/academic/mathematics/math-assess.shtml for public viewing.

• Enter any information that the above questions do not address.

Click here to enter text.

PHYS

• Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

ALL PHYSICS CLASSES COMPLETED AN SLO ASSESSMENT CYCLE AT LEAST ONCE. ENGINEERING PHYSICS COURSES ARE ASSESSED EACH TIME THEY ARE OFFERED, SO IS THE INTRODUCTORY PHYSICS COURSE. THE GENERAL PHYSICS SEQUENCE IS ASSESSED BY THE PART TIME FACULTY MEMBER IN THE DEPARTMENT WHO TYPICALLY TEACHES THAT SEQUENCE.
**Course-Level Student Learning Outcomes (all programs complete this section)**

- Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).

SPRING 2013: PHYS 100, PHYS 202, PHYS 204, PHYS 222
FALL 2013: PHYS 100, PHYS 201, PHYS 203, PHYS 221
SPRING 2014: PHYS 100, PHYS 202, PHYS 204

NOTE: ASSESSMENTS FOR FALL 2014 ARE COMPLETE BUT HAVE NOT BEEN UPLOADED TO TRACDAT (AS OF THE WRITING OF THIS DOCUMENT) FOR PHYS 100, PHYS 201, PHYS 202, PHYS 203, PHYS 204.

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

  Click here to enter text.

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

DIFFERENT ASSESSMENTS TOOLS ARE USED IN THE ASSESSMENTS FOR PHYSICS COURSES. SLO ARE ASSESSED USING SELECTED QUESTIONS AND TASKED ASSIGNED THROUGHOUT THE SEMESTER IN EXAMS, QUIZZES, IN-CLASS WORK, GROUP WORK, LAB EXPERIMENT ASSIGNMENTS AND ONLINE ASSIGNMENTS WHICH MAY INCLUDE BUT ARE NOT LIMITED TO CONCEPTUAL QUESTIONS, WRITTEN ASSIGNMENTS, AND LAB REPORTS.

TECHNIQUES IN SLO ASSESSMENT KNOWN AS SPECIFICATION GRADING WILL BE CONSIDERED FOR THE ENGINEERING PHYSICS SEQUENCE AS MORE KNOWLEDGE IN THEIR EFFECTIVENESS AND METHODS OF IMPLEMENTATION BECOME MORE CLEAR.

THE TECHNIQUES USED IN SLO ASSESSMENT IN THE PHYSICS COURSES ARE TECHNIQUES USED BY TOP PHYSICS EDUCATION RESEARCH GROUPS AND ARE TESTED ON A REGULAR BASIS BY RESEARCHERS IN THE FIELD.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

THE CRITERIA FOR SUCCESS IS SET AT 70%. SUCCESS RATES IN THE PROGRAM IN THE HIGH 80’S TO LOW 90’S ON A REGULAR BASIS THE PAST THREE YEARS. THE SUCCESS RATES ARE COMPARABLE WITH THE DIVISION AND INSTITUTIONAL AVERAGES. THE INTRODUCTORY PHYSICS AND ENGINEERING PHYSICS SHOW THE HIGHEST SUCCESS RATES.
• Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

PHYS 100 HYBRID - IN-CLASS WORKSHEET IMPLEMENTED - INCREASED SUCCESS RATE

PHYS 201, 202, 203, 204 - CONCEPTUAL QUESTIONS ADDED ONLINE AS ASSIGNMENT TO MEASURE LEVEL OF UNDERSTANDING OF STUDENTS - INCREASE SUCCESS RATES

• Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

PHYS 100, PHYS 201, PHYS 202, PHYS 203, PHYS 204, PHYS 221, AND PHYS 222 CLOSED ASSESSMENT LOOPS. AS MENTIONED ABOVE THE CHANGES IMPLEMENTED IN PHYS 100 AND PHYS 201, PHYS 202, PHYS 203, PHYS 204 IMPROVED STUDENT LEARNING AS MEASURED BY THE SLO ASSESSMENTS.

• Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

MORE SECTIONS OF PHYSICS 100 - INTRODUCTORY PHYSICS IS NEEDED. THE COURSE IS A FEEDING COURSE FOR THE GENERAL PHYSICS SEQUENCE AND THE DEMAND FOR THE CLASS HAS BEEN INCREASING IN RECENT SEMESTERS. THIS WILL REQUIRE THE ADJUSTMENT OF TEACHING LOADS FOR PART TIME FACULTY TO TEACH MORE CLASSES, HIRING MORE PART TIME FACULTY OR INCREASING THE TEACHING LOAD OF FULL TIME FACULTY.

• Enter any information that the above questions do not address.

Click here to enter text.

Program-Level Program Learning Outcomes (If applicable per the definition of programs)

List the PLOs for the program:

Click here to enter text.

• Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Click here to enter text.

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

• Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?
• If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

• Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

• How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

• Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

• Enter any information that the above questions do not address.

PHYSCI

• Have courses been assessed and recorded in TracDat according to the program’s 6-Year Assessment Plan? Were changes made to the 6-Year Assessment Plan? If so, describe them.

All classes in all disciplines of Physical Science have an approved 6-year assessment schedule. All course level SLO assessments are current in all disciplines in Physical Science. Assessment data and documents have been recorded in TracDat according to assessment schedules. Minor changes were made to schedules for chemistry and oceanography. Chemistry had a course only offered during spring semester that was scheduled for assessment during fall semesters, while oceanography was assessing two different sections of the same class during consecutive semesters. These minor changes did not affect the complete assessment of all SLO’s during the mandated 3-year period.

Course-Level Student Learning Outcomes (all programs complete this section)

• Identify the courses that were assessed on the course level (SLO) within the most recent year (spring through fall).
Courses Assessed:

Spring 2013: CHEM 100, CHEM 201, CHEM 202, CHEM 206, GEOL 101

Fall 2013: CHEM 100, CHEM 201

- Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

  Click here to enter text.

- Discuss the types of assessment tools that were utilized in the assessments for the various courses (i.e. quizzes, projects, portfolios, assignments). How do these types of assessment tools provide meaningful data/feedback to the instructors?

Chemistry:

The approach to assessment is strictly quantitative. Each SLO is assessed using specific questions, or a series of questions, on written exams that are directly linked to specific SLO’s. Performance is determined using the ratio of correct answers to total number of questions attempted. We feel the data is a realistic representation of our student population because the method used to acquire data is free from the subjective nature inherently associated with rubrics.

Geology:

Students demonstrate knowledge and critical thinking skills in order to prepare question answers. Their score is either high enough to demonstrate their success or lower, representing failure to meet the knowledge and critical thinking standards for each SLO in the class.

Oceanography:

Homework, quizzes, major exams, projects. The homework, quizzes accurately measure reading and comprehension of the assigned textbook chapters. The major exams are objective and standardized to quantify the lecture content and measure student comprehension; the projects are subjective and indicate the student's interpretation of the subject.

Physical Science:

Written exams are objective and standardized to quantify the lecture content and measure student comprehension. SLO’s are assessed using specific questions on written exams. Performance is determined using the ratio of correct answers to total number of questions attempted. Acquired data is then compared to standards for each SLO.

- Discuss the results of the data collected from course level SLOs for courses assessed. In which courses did the data indicate areas for improvement for the SLOs assessed? In which courses did the data indicate that students have been successful in the SLOs assessed?

Spring 2013 to Fall 2013
Chemistry:

Criteria for success is set at 70% (or above) of students enrolled in a particular class must score 70% (or above) on the assessment tool used to assess a specific SLO. The data shows an overall success rate of 81.3% across all classes assessed over the entire 1 year period. The observed range was 73% (Chem 206-SLO #2, Spring 2013) to 91% (Chem 202-Spring 2013). The average success rate for all SLO’s in a particular class exceeded the minimum criteria for success in all classes over the 1 year period. The following represents the class average success on all SLO’s in the class: Spring 2013: Chem 100 (76%), Chem 201 (82%), Chem 202 (91%), Chem 206 (SLO #1- 87%, SLO #2- 73%). Fall 2013: Chem 100 (78%), Chem 201 (82%). The average success rate for all classes exceeded the minimum criteria for success in all classes over the 1 year period. The minimum criteria for success were achieved in all SLO’s for every class.

Geology:

Criteria for success is set at 75% (or above) of students enrolled in class must score 70% (or above) on the assessment tool used to assess a specific SLO. The data shows an average success rate of 75% for SLO’s assessed in the class. During Spring 2013 worksheets and supporting material was given to students as well as the inclusion of group work. The results were favorable since the success criteria was met. It appears that the addition of worksheets and group work, as well as weekly quizzes, helps students be successful on the assessment exam and in the course.

Oceanography:

Course level SLO’s in Oceanography were not scheduled for assessment during the assessment cycle ranging Spring 2013 to Fall 2013.

Physical Science:

Course level SLO’s in Physical Science were not scheduled for assessment during the assessment cycle ranging Spring 2013 to Fall 2013.

Spring 2012 to Fall 2012

Chemistry:

Criteria for success is set at 70% (or above) of students enrolled in a particular class must score 70% (or above) on the assessment tool used to assess a specific SLO. The data shows an average success rate of 82.5% across all classes over the entire 1 year period. The observed range was 78.2% (Chem 206- Spring 2012) to 89% (Chem 281-Fall 2012). The average success rate for all SLO’s in a particular class exceeded the minimum criteria for success in all classes over the 1 year period. The following represents the class average success on all SLO’s in the class: Spring 2012: Chem 100 (78.2%), Chem 201 (84%), Chem 202 (78.3%), Chem 206 (78.2%), Chem 282 (81%). Summer 2012: Chem 100 (88%), Chem 207 (81.5%). Fall 2012: Chem 281 (89%). The minimum criteria for success was achieved in all SLO’s for every class except SLO #1 in Chem 201 (63% success) and SLO #1 in Chem 202 (64% success).

Oceanography:
Criteria for success is set at 70% (or above) of students enrolled in class must score 70% (or above) on the assessment tool used to assess a specific SLO. The data shows an average success rate of 76% across all SLO’s assessed in the class. The data shows the following success rates in each SLO: SLO 1- 78.4%, SLO 2- 70%, SLO 3- 75% and SLO 4- 80%. The data clearly shows that success was achieved in this course in all areas measured with no major deficiencies.

**Physical Science:**

Criteria for success is set at 70% (or above) of students enrolled in class must score 70% (or above) on the assessment tool used to assess a specific SLO. The data shows an average success rate of 87.3% across all SLO’s in the class for the assessment period. The data shows the following success rates in each SLO: SLO 1- 89%, SLO 2- 88%, and SLO 3- 85%. The data clearly shows that success was achieved in all areas measured with no major deficiencies.

- Give examples of courses in which the instructor(s) made a change for improvement based on the results of an assessment. What type of change was made? How and when will the change be implemented?

Spring 2013 to Fall 2013

**Chemistry:**

The exams and quizzes given in all sections of Chem 100 will now contain calculation/essay based questions (implemented Summer 2014). This is a departure from the multiple choice questions offered in previous years. This method of assessment is currently used in all other chemistry classes but represents a new method of assessment in Chem 100. We suspect student guessing on multiple choice exams may have impacted our past assessment results. We have also implemented a series of changes to improve the quality of instruction in Chem 100. We have updated on-line e-lectures, laboratory videos, lecture notes, practice problems, and self-tests posted on our departmental website. We are considering password protecting on-line resources. We continue to use CCCConfer to create live e-lectures. Also, any student from any class can visit, e-mail, or otherwise communicate with any full time faculty member. They are not limited to the faculty member teaching their class. In most cases we try to put office hours, e-mail, office numbers, etc. for all faculty on each syllabi.

**Geology:**

Plans to ensure success include the following:

Provide clearer information to students about the goals or objectives of the relevant assignments or assessment methods. Score sheet offered for students to keep track of their scores.

Revise the stated SLO and/or objectives for the course. The current SLO’s and IO’s were prepared by adjunct faculty and need to be revised. A full-time faculty member will do that work during this next assessment cycle 2013-2014.
Increase guidance for students as they work on assignments.

Spring 2012 to Fall 2012

Chemistry:

Simply stated, the Instructors were replaced with full-time tenured Professors. The change was implemented immediately; Fall 2012 for Chem 201 and Spring 2013 for Chem 202 (Chem 202 is only offered during Spring semesters). We have also implemented a series of changes to improve the quality of instruction in Chem 100. We have updated on-line e-lectures, laboratory videos, lecture notes, practice problems, and self-tests posted on our departmental website. The on-line resources are not password protected and can be accessed by any chem 100 student. We have successfully used CCCConfer to create live e-lectures. This resource will become more valuable as faculty become familiar with its use. Also, any student from any class can visit, e-mail, or otherwise communicate with any full time faculty member. They are not limited to the faculty member teaching their class. In most cases we try to put office hours, e-mail, office numbers, etc. for all faculty on each class syllabus.

Oceanography:

The current Oceanography101 course builds on the accomplishments of the previous SLO assessments and takes particular note of the marginal percentage score of 70% observed in SLO 2, the material concentrating upon the ocean circulations, atmospheric circulations, and their interdependency and seeks to explain the phenomena in more general scientific terms. As a result, more time will be spent on lecture topics and student-centered learning activities. This change was implemented Fall 2013 and appears to be productive. The results on the most recent exam assessing SLO 2 during Fall 2013 shows that 82% of the students scored 91% on questions related to SLO 2, an increase of 21% at this time.

Physical Science:

The SLO assessment results clearly indicate a productive learning environment. We will augment this successful course with more hands-on activities, ie: biosphere experiments (small scale), field trips to weather/climate stations or observatories, analysis of earth and ocean components, and visits to historically significant sites (plate sites). In addition, we are investigating the possibility of guest lecturer’s (live or via webcast) from industry to expose students to career opportunities that exist in the discipline. Implementation will be immediate for the hands-on activities.

- Give examples of courses in which loops of assessment have already been closed. Did the outcome of the change implemented in the classroom improve student learning?

Chemistry:

Full assessment cycles in Chem 100, Chem 201, Chem 202, and Chem 206 were completed during the year Spring 2013 to Fall 2013. Success rates in most classes remain relatively stable over the full assessment cycle: Chem 100 Spring 2012 to Fall 2012 – 78.2% vs. Spring 2013 to Fall 2013 – 77%; Chem
206 Spring 2012 - 78.2% vs. Spring 2013 – 80%. Chem 201 Spring 2012 to Fall 2012 – 84% vs. Spring 2013 to Fall 2013 – 82%. There was a significant increase observed in Chem 202 over the 1-year range; Chem 202 Spring 2012 -78.2% vs Spring 2013 – 91%. The implemented change clearly addressed the deficiency. All classes exceeded the minimum criteria for success.

**Oceanography:**

The scores for one “loop of assessment” of SLO 2 have increased from 70%/70% during Spring 2012 to 82% of students scoring 91% success on the second SLO during Fall 2013. We expect similar increases in future assessments of all SLO’s.

- Describe how assessment results of courses assessed led to identification of new/continuing/increased allocation of resources for the course.

**Chemistry:**

Introductory chemistry (Chem 100) is our most popular (and impacted course). We have an immediate need for additional classes and faculty. The classes offered in Chemistry reach enrollment maximum faster than any discipline on campus. The assessment data indicates that we continue to provide a productive learning environment for our students. The successful results will provide clear evidence in support of budget augmentation for additional classes and the hiring of new faculty.

**Geology:**

**PLANNED REQUESTS FOR THE NEXT BUDGET REQUEST:**

Lab Assistant, Video projector, Hand lens, Additional/updated lab equipment.

**Oceanography:**

Resources are currently sufficient to sustain a productive learning environment in OCEA 101.

**Physical Science:**

Budget augmentation will be required for funding field trips. Additional funds will be required for storage racks for rock/earth samples. These will allow us to sustain our level of instructional excellence.

- Enter any information that the above questions do not address.

Prior to Fall 2014, a discipline facilitator was responsible for submitting all PRAISE and SLO assessment documents and data for Oceanography, Geology, and Physical Science. The facilitator did not perform, nor did they forward past data for this report. The facilitator never requested PRAISE or SLO data/documents from faculty in these disciplines.

**Program-Level Program Learning Outcomes (If applicable per the definition of programs)**

List the PLOs for the program:
Describe how the SLOs for courses offered within the program align with the PLOs identified. Is this alignment evident through mapping of the SLOs to the PLOs?

Refer to the previous year’s assessments, as well as those in the past two Annual Updates, for the following:

- Describe the unique (authentic) PLO assessment(s) that the program implemented in the past three years. What type of tool was used and how will the results provide the program with meaningful information about student success?

- If no unique (authentic) PLO assessment(s) were implemented in the past three years, describe the assessments that are planned, or may have been implemented in the current semester.

- Course and program-level outcomes are mapped in TracDat to show the relationship between them. Has the mapping been evaluated in the past three years? Describe changes that have been made to improve the relationship between course and program-level outcomes.

- How has the result of unique (authentic) PLO assessment led to identification of resources needed to improve and/or maintain the success of the program?

- Discuss how the program engages in discussion of SLO and PLO data for program improvement. Is there a dedicated meeting and discussion time (such as in department meetings, etc.)? Where are meeting minutes and related documents located?

- Enter any information that the above questions do not address.