

# Report on Program Review: Assessment and Curriculum Design

## Key Programs with Documented Improvements leading to course design changes, instructional improvement, and curriculum updates:

1. **Art & Art History** (Page 7):
  - **Instructional Improvements:** Shifted assessment methods for online classes (e.g., replaced slide-identification exams with reflective writing assignments).
  - **Course Design:** New assignments (e.g., evaluating articles on art history) improved critical thinking outcomes.
  - **Impact:** Students responded positively, and outcomes strengthened.
2. **Biological & Health Sciences** (Pages 8–10):
  - **Course Design:**
    - BIOL 110: Redesigned grading system (reduced homework weight, added low-stakes quizzes and peer-graded in-person quizzes).
    - BIOL 230/240: Replaced high-stress lab finals with group discussion-based reports.
    - BIOL 250: Adjusted assessment weights after comparing online vs. in-person anatomy quizzes.
  - **Impact:** Improved exam scores, reduced student stress, and higher success rates (e.g., 96% pass rate in BIOL 240).
3. **Communication Studies** (Page 14):
  - **Instructional Improvements:** Collaboratively developed a cross-disciplinary rubric for oral communication assignments.
  - **Curriculum Alignment:** Ensured consistency with National Communication Association standards.
4. **English** (Page 22):
  - **Curriculum Updates:** Dedicated resources to AB 1705 support pods to refine teaching methods.
  - **Instructional Dialogue:** Ongoing department discussions to improve grading consistency and equity.
5. **English as a Second Language (ESL)** (Pages 23–24, 67–68):
  - **Curriculum Updates:** Reinstated original SLOs in ESL 400 to align with PLOs after unintended gaps were identified.
  - **Process Improvements:** Redistributed Nuventive data-entry responsibilities among faculty for better accuracy.
6. **Engineering** (Page 20):
  - **Course Design:**
    - Updated SLO alignment with course content across 5 courses.
    - Increased the number of assessed SLOs per course.
    - Revised success criteria for higher-level courses (e.g., stricter standards for ENGR 260).
7. **Philosophy** (Page 49):
  - **Instructional Improvements:** Added early discussion prompts (PHIL 100) and extra credit surveys to help students formulate judgments.
  - **Impact:** Improved critical analysis in student work.
8. **Radiologic Technology** (Page 55):

- **Curriculum Updates:** Reduced excessive SLOs per course and improved tracking via automated reminders.
  - **Instructional Focus:** Reinforced radiation protection and technical skills in clinical settings.
9. **Sociology** (Page 57):
- **Instructional Improvements:** Provided study guides earlier in Sociology 100 to facilitate student collaboration.
  - **Impact:** Students reported increased preparedness.
10. **Theatre Arts** (Page 61):
- **Course Design:** Considering alternatives to live performances (e.g., recorded monologues) to address attrition.
  - **PLO Alignment:** Planning student-driven events (e.g., storytelling nights) to improve arts engagement.