Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

4	Current State of the Program

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

With recent changes in curriculum and absorption of the CBOT program, we are currently evaluating out SLO assessment schedule.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Astronomy proposed changes to the SLOs as of the Spring of 2014 to bring them more in accord with the Physics/Astronomy PLOs as well as the college ILOs. The new SLOs have since been measured and submitted to TracDat. The results have been satisfactory, though there have been some discrepancies between lab scores and exams in AST 101.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

Biology
The biology program is struggling to regularly assess its SLOs (or at least to enter the results in TracDat). The department does not have a faculty coordinator, has two of its four full timers on significant levels of reassignment, and has provided little coordination and training of adjunct faculty. There are a few courses (BIOL 100, 110, and 310) that have no full timers assigned to teach them and to ensure compliance. We will create a planning objective to address this deficiency.
BIOL 103 - has not been offered in quite a few years and is being deactivated.
BIOL 130 - Three of the 5 SLOs were assessed this fall. The remaining 2 SLOs are being assessed this term. Additional feedback was obtained on usefulness of course resources that may help guide changes in teaching approaches.
?BIOL 132 - Three SLOs were assessed in Fall 2016. The remaining 2 SLOs were assessed during the 14/15 cycle. The timing of all assessments is in compliance with college policy.
BIOL 225 - of the 6 active SLOs, 5 have been assessed within the last 4 years, multiple times for some of them. One SLO will be inactivated, as it is no longer a major outcome of the course.
BIOL 230 - assessed multiple times over the last 4 semesters, including applying SLO outcomes to PLO assessment. All SLOs have been assessed at least twice, and plans are in place to assess those due for reassessment in 2017. Also, recent course instructors discussed and reevaluated the course SLOs. We came up with fewer, simplified and broadened SLOs that are awaiting approval in CurricuNet.
BIOL 240 - assessed in 2016 and 2015. The course was not taught by a FT faculty for 3 of the last 4 semesters through Spring 2016, and was not assessed (at least recorded into TracDat) by the assigned PT faculty during those 3 semesters. All SLOs have been assessed at least once (mosly twice). 2 SLOs are due/overdue for reassessment in 2017, and these assessments are planned. Also, recent course instructors discussed and reevaluated the course SLOs. We came up with fewer, simplified and broadened SLOs that are awaiting approval in CurricuNet.
BIOL 250 - assessed at least once in the last year; all SLOs assessed at least once in the last 4 years but some individual SLOs are at the end of this cycle
BIOL 260 - assessed at least once in the last year; all SLOs assessed at least once in the last 4 years
Health Science
The following HSCI courses are currently in the Cañada College catalog. The SLO assessment record for each is as follows:
HSCI 100 - All 5 of the SLOs for this course have been assessed at least once in the last 4 years.
HSCI 115 - 1 of the SLOs for this course was assessed once in the last 4 years. The remaining 2 SLOs currently listed for this course have no record of ever having been assessed. This course was last run in Fall 2012, and was banked during the Fall 2016 semester. Its removal from the Cañada College catalog will be effective as of Fall 2017.
HSCI 116 - 1 of the SLOs for this course has been assessed once in the last 4 years. The remaining SLOs currently listed for this course have no record of been assessed in the current iteration of TracDat. A major limitation is that this course has been offered successfully only twice (Fall 2012, Spring 2014) since its creation in 2011.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

Yes. Every semester a decision is made regarding which SLO to evaluate. Fulltime and adjunct faculty teaching the various courses collect the agreed upon data. The data is submitted to Jeanette Medina who inputs it in tracdat.

Search Standards Description Text

9.A.　　　　SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Course-level student learning outcomes and department-level learning outcomes for engineering courses have been assessed regularly. Most of the course-level SLO assessment results have been satisfactory. A total of 186 individual course SLO assessment results have been reported in Tracdat, and less than 5% of these results did not meet the criterion. Course level SLO assessments that have yielded unsatisfactory results have been used to make changes in specific courses (length, depth and order of coverage of topics; methods of delivering content and assessing student learning, etc.)

In 2017 Feb a comprehensive review of all courses was done.

Most courses have an update SLO assessment posted in TracDat, as required. It can be difficult with Adjunct Faculty to have them learn and post their course assessments in a timely fashion.

There must be a plan made an put in place to insure training of Adjuncts for posting timely assessments.

9.A.　　　　SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Yes. The faculty go over the results at least once over four years. The results of the 670 and 672 classes are tallied up and recorded in TracDat. Faculty review results.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

The ECE/CD program assesses every course (but not every section) offered each semester. Tracdat summary data indicate that during the 2013-14, 2014-15, and 2015-16 reporting cycle, approximately 60% of courses offered (21/35) were consistently assessed. Faculty who teach courses are responsible for assessing their own course level SLO's and full-time instructors submit their data into TracDat individually. The ECE/CD coordinator manages data collection process for both part and full time faculty, sends reminders as needed and upload data for part time faculty. Coordination of SLO assessment process will change (details to be determined) as ECE/CD and Human Services programs merge. The course-level SLOs have not yet been aligned with PLOs.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

Most courses have systematic assessment, though some courses are behind in inputting data.   It is also more difficult for courses that are offered sporadically and/or offered only by adjunct instructors. We intend to develop a plan (this year) for each course to ensure systematic assessment. Further, for courses with multiple sections we want to ensure that all sections are used in SLO evaluation. Currently this is not the case.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

Course-level student learning outcomes and department-level learning outcomes for engineering courses have been assessed regularly. Most of the course-level SLO assessment results have been satisfactory. A total of 243 individual course SLO assessment results have been reported in Tracdat, and less than 5% of these results did not meet the criterion. Course level SLO assessments that have yielded unsatisfactory results have been used to make changes in specific courses (length, depth and order of coverage of topics; methods of delivering content and assessing student learning, etc.). One course lacking SLO assessment results is ENGR 111. This course is only offered every fall semester of odd years, and has been taught by an adjunct instructor who only teaches this class every two years, and only comes to campus every Friday when he is teaching the course. As a result, it has been difficult to get this instructor engaged in the SLO efforts of the department.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

Yes, each of the classes offered is assessed during that semester. Instructors email their results and plan of action to the fashion office at the end of each semester and this is put into TracDat. Instructors are accustomed to know they must report each semester.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

n/a

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail

No Response Information to Display

Narrative

All SLO's are systematically assessed. Focusing on one SLO per course has resulted in more in depth examination of course goals and outcomes by faculty. However, as of this program review, Spring and Fall 2016 need to be entered. Because HMSV no longer has a Program Coordinator the task has fallen to one of the faculty who still needs additional training and SLO's were not submitted in a timely manner by some faculty. SLO's will be entered before the end the spring 2017 semester.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Course SLOs have been systematically assessed at least once/4 years, however we need to update and upload the SLOs into the system for our program. Depending on the individual courses, the assessment tool varies, but we have been using the same form for all our courses. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in Interior Design. Likewise, with three different certificates as fall 2015, each with their own course requirements, it has been difficult to collect the SLOs from some part-time faculty each year.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Over the past two years nearly all of our SLO's were assessed. The math department recently completed a review of all course outlines and there were some changes to our SLO's. We are in the process of creating a schedule to assess all of our SLO's on a two year cycle as we did in prior years.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
All SLOs for every course are assessed every semester. We do this because we need to assess in order to address problems.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
All SLOs are systematically assessed. Focusing on one SLO per course has resulted in more in depth examination of course goals and outcomes by faculty. However, as of this program review, spring and fall 2016 SLO assessments need to be entered. In the fall 2016 semester three courses were cancelled due to low enrollments. Moreover, this program lacks a program coordinator who can organize the SLO assessment process for adjunct faculty members.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
SLOs are systematically assessed and updated as appropriate through the process of course update/revision. For CTE, this means they get reviewed every 2 years instead of every 4 years.

For our program specifically, all our SLOs have been reviewed and revised as appropriate during the curriculum review, which required all of our courses to be resubmitted to the curriculum committee during the 2015-2016 academic year.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
Yes, all SLOs are systematically assessed. The SLOs themselves have not changed significantly over the last several years. For courses that have multiple sections, all sections are used in SLO evaluation.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
The radiologic technology program is a Career and Technical Education program and all curricu-lum must be updated every two years.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
Yes, every course SLO is being systematically assessed at least once every 4 years. All courses are assessed at least once a year, with most courses assessed twice a year or more.

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

Bill Morales does SLO assessment in the Studio Art area. All courses are systematically assessed at least once every 4 years. Denise Erickson does SLO assessment in the Art History area. All courses are systematically assessed at least once every 4 years.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
There is no Narrative Entered.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

Please see the attached TracDat Report for the assessment plans, results and action plans by course. In the results section of the TracDat report, you will find that all six courses were assessed and met the minimum criterion. Coordinator by the full-time faculty member with all of the adjunct faculty teaching in the COMM department occurs at the end of every semester requesting SLO results from all of the courses taught. Because COMM 127, COMM 140, COMM 180 are only offered once a year, they are not assessed as frequently as the other courses and therefore have less results entries; however, all of the SLOs are assessed within the required 4-year cycle.

In order to have a better idea of the course-level SLOs and examples of assessment tools used, please see the table below (Note: some of the SLOs were updated/improved during the last course modification process which are not reflected in the table below).

Course   SLOs   Assessment Tools
COMM 110   Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines
Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening.
Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.   General analytic rubric specific to assessing learning in oral communication courses

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Self-evaluation/self-assessment

3. Speaking outline/plan

  COMM 127   1. Create and compose argumentative texts and/or oral presentations.

2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric
3. Evaluate the validity and soundness of arguments.

4. Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.   General analytic rubric specific to assessing learning in oral communication courses

2. Debate outline/speaking plan

3. Debate outline/speaking plan; research paper; exams
4. Debate critiques/analysis
  COMM 130   Describe the field of communication and explain
the theories, models, and concepts particular to the study of interpersonal communication

Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and
redefined in the interpersonal relations.
Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students.   Chapter presentations; other forms of presentation (all presentations include a
speech plan/outline); exams; essays

Self-concept presentation and speech plan/outline with reflection

Conflict resolution paper (e.g., identify problem, describe stage of the relationship, define level of self-disclosure, and action plan to improve conflict);

  COMM 140   Identify and explain theories of group
communication within the larger spectrum of communication studies.
Demonstrate understanding of group roles and processes
Compare different approaches to group tasks and evaluate the effectiveness of different approaches
for different tasks and goals.
Collaborate effectively with peers to organize and prepare a group project   Group presentation; portfolio

Group presentation; portfolio; exam; essay

Reflection paper; group presentation; portfolio

Group presentation; portfolio
  COMM 150   Identify and apply terminology, concepts and theoretical constructs of intercultural
communication to a variety of intercultural contexts

Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory.
Explain how context influences communication and distinguish the difference between high-context and low-context orientations toward communication.   Bibliographic research paper; exam; reflection paper; communication journal review paper

Essay (e.g., Film analysis; Cultural Research Paper);

Research paper; exam
  COMM 180   Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.

Define fundamental characteristics of
communication through the transactional model of
communication
Describe the perception process and common influences that alter interpretation of a message. Describe the characteristics of verbal and nonverbal messages.   Presentations with speech plans/outlines; research paper; portfolio (see rubrics)

Presentations with speech plans/outlines; class participation

Essay papers; portfolio

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Coordination is difficult and time consuming effort given economics is a one person department and there is virtually no way to compel part timers to turn in SLO results in a timely manner. That being said, here are the coordination steps we (I) employ:
Every semester a spread sheet is prepared and distributed to all those individuals teaching economics
The spreadsheet has the SLO to be tested for that semester (SLOs are rotated each semester to ensure all are covered within the prescribed time frame).
The spreadsheet, completed by each faculty member, is collected at the end of the semester. The spreadsheet documents: the slo covered; the results of success or failure; the method used to capture the data and a brief reflection.
I aggregate the results and post them after the semester's end.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Each course has at least three SLOs, one of which is assessed for all sections of each course that is taught every semester on a rotating basis. Assessed SLOs are then entered into TracDat, both numerical data and commentary.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

All ESL faculty members submit completed SLO results data to the ESL Coordinator at the end of every semester. The ESL Coordinator enters all SLO data into TracDat.
Formerly there were five SLOs, three of which were assessed in the fall and the last two in the spring. All courses now have three SLOs that are assessed every semester.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

9.A.　　SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Not all SLOs are being systematically assessed at least once every 4 years, as described above in 5A, "Progress Report - IPC Feedback." Out of 14 courses offered, five were offered regularly and the SLOAC was completed for those. One course was not offered at all, so no SLOs were assessed. Four courses were offered only once during the cycle and of those, three assessed at least one SLO (the 4th is taught by an adjunct, who has not responded to requests for SLO assessments). Two courses were taught twice and in one of those, three out of four of the SLOs have been assessed. The second class is taught exclusively by adjunct faculty and one SLO was assessed. We are behind in two courses that are regularly offered: in HIST 100, one SLO was assessed and three have not been; in HIST 101, one SLO was assessed and two have not been.
Overall, we feel that coordination and completion of SLOACs has been hampered primarily by irregular course offerings and the difficulties that we have sometimes had in collecting results from adjunct faculty members.

9.A.　　SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

All course SLOs were systemically assessed over the course of the last 4 years (with the exception of classes that were not offered during the last four years). SLO assessment is coordinated across sections through faculty collaboration and updated on a semester by semester basis. The courses in TracDat do not reflect the current courses in curriculum due to many changes that were made over the course of the last two years. We are in need of a coordinator who would be able to update the TracDat Data because the KAD faculty is not able to do so. Currently, for classes that do not have SLOs updated on TracDat, faculty members are encouraged to keep hard copy documentation of SLO assessment data.

9.A.　　SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

LALS is an interdisciplinary program made up of courses from six disciplines, and in most all cases, SLOs are being assessed regularly for courses that are offered regularly. However, many of our courses are not being offered regularly, so not all SLOs are being systematically assessed over the course of four years.
Here is a course-by-course summary of our progress: DRAM 160 was not offered at all. HIST 246 was offered once in Fall 2014 and one SLO was assessed. HIST 422 was last offered in Fall 2013 and one SLO was assessed. LIT 371 was not offered. LIT 372 was offered once and one SLO was assessed. LIT 373 was not offered. MUS 240 was offered twice and SLOs were assessed. PLSC 320 was offered; no SLOs were assessed. SPAN 120, 131, 132, 140, 150, and 152 were offered and assessed. SPAN 161 was offered but not assessed. SPAN 162 was not offered.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

All of the SLOs for the current Learning Center courses are being systematically assessed at least once every 4 years. The Learning Center staff is currently in the process of re-designing our SLOs to more closely match the way that the courses are now delivered.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

All course SLOs are being systematically assessed at least once every four year. The librarians use an assessment plan to keep track of which SLOs have been assessed and which need to be assessed. The assessment plan is updated each semester.

Library 100 Student Learning Outcomes Past Plans Fall 2010-Spring 2014

Effectively integrate and cite sources Upon completion of this course, students will be able to effectively integrate and cite sources.   Information Literacy
Upon completion of this course, students will be able to:
Locate, retrieve, and use print and digital resources.

Competently use the electronic databases, the internet and other information technology tools
Fall 2010 - Spring 2011   Spring 2011 MLA Quiz and Pre and Post Student Self-Assessment Survey.   Fall 2010 Pre and Post Student Self-Assessment Survey
Fall 2011 - Spring 2012   Fall 2011 The instructor analyzed the integration of sources in three student essays from an advanced, average, and emergent student.   Spring 2012 For their final project, students presented an e-portfolio, composed of all major assignments from LIBR 100 and ESL 400 and reflections on these assignments and their experience in the courses. Instructors analyzed their assessments of the students' final presentation and the students' reflections to evaluate the degree to which Student Learning Outcomes were achieved
Fall 2012 – Spring 2013   Fall 2012 Faculty in the ESL400/LIBR 100 learning community developed a rubric to assess students' presentations of their online portfolios.   Spring 2013 evaluated 3 student annotated bibliographies using a rubric.

Library 100 Student Learning Outcomes Past Plans Fall 2010-Spring 2014 Con.
Access
Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.
Evaluation
Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards.   Citation
Upon completion of this course, students will be able to effectively integrate and cite sources.

Fall 2013 - Spring 2014   Spring 2014 Student pre- and post- assessment of library research confidence.   Fall 2013 Assess MLA quiz for both sections

Library 100 Student Learning Outcomes Fall 2014-Spring 2017

Access
Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.
Evaluation
Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards.   Citation
Upon completion of this course, students will be able to effectively integrate and cite sources.

Fall 2014 - Spring 2015   Fall 2014 Analyze three annotation bibliographies (advanced, average, and emerging) from two sections for students ability to evaluate sources (one section)   Spring 2015 Assess integration of sources into ESL 400 research paper
Fall 2015 - Spring 2016   Fall 2015 Analyze three annotation bibliographies (advanced, average, and emerging) from at least two sections for students ability to locate and retrieve sources (one section)   Spring 2016 Assess student portfolios (advanced, average, and emerging) for one section
Fall 2016 - Spring 2017   Fall 2016 Student pre- and post- assessment of library research confidence   Spring 2017 Analyze MLA quiz
Fall 2017 – Spring 2018   Fall 2017 Analyze three annotated bibliographies (advanced, average, and emerging) from two sections for students ability to evaluate sources (one section)   Spring 2018 Assess integration of sources into ESL 400 research paper

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

Yes. All courses offered have gone through the full SLO cycle and each and every SLO has been assessed. Coordination could be improved as shown by the fact that the one full-time faculty member forgot to report SLO results from a section taught by adjunct faculty. Other than that one error, there is little coordination needed.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative

Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into TracDat.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

Please see the attached TracDat Report (click on link) for the assessment plans, results and action plans by course.
All course SLOs are being systematically assessed at least once every 4 years. At the beginning of the semester the current FT psychology faculty sends the department a spread sheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into TracDat.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Search Standards Description Text

Response Detail

No Response Information to Display

Narrative

Yes, all SLOs for every sociology course at Cañada College has been assessed at least once during the past 4 years (2011-2015). Below is a short description of the coordination across sections and time. For a detail review, including the results, please see Tradact.

Sociology 100: Introduction to Sociology

   Course SLO #1: Students will be able to analyze various sociological concepts.

   Assessment Dates: 12/18/15, 4/24/11, 3/18/11

   Scheduled Dates: 2016 or 2017

   Course SLO #2: Students will be able to evaluate theories of social inequality.

   Assessment Dates: 5/28/15, 12/18/14, 5/25/14

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to analyze contemporary American social institutions.

   Assessment Dates: 5/26/12, 12/16/11

      Scheduled Dates: 2016 or 2017

   Course SLO #4: Students will be able to evaluate theories of social change.

      Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 8/31/11

      Scheduled Dates: 2016 or 2017

Sociology 105: Social Problems

Course SLO #1: Students will be able to explain how sociologists understand social problems.

Assessment Dates: 5/28/15, 12/18/14, 5/25/14, 12/19/13

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to analyze various social causes to contemporary social problems.

Assessment Dates: 5/25/13, 12/21/12, 5/26/12, 12/16/11

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to identify solutions to social problems.

Assessment Dates: 12/18/15, 8/31/11, 4/24/11

Scheduled Dates: 2016 or 2017

Sociology 141: Ethnicity and Race in Society

Course SLO #1: Students will be able to analyze sociological concepts and theories in the areas or race, ethnicity, and nation.

Assessment Dates: 5/28/15, 4/24/11

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to explain how forms of racial and ethnic inequality are created and reproduced.

Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 5/26/12

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to describe various contemporary sociological debates within the field of race and ethnicity.

Assessment Dates: 12/18/15, 12/18/14, 6/30/09

Scheduled Dates: 2017 or 2018

Sociology/Psychology 205: Social Science Research Methods

Course SLO #1: Students will be able to identify various social scientific principles.

Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 5/26/12, 12/16/11

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to analyze and assess various social science research methods.

Assessment Dates: 12/18/15, 4/24/11, 5/31/10

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

Assessment Dates: 5/28/15, 12/18/14, 5/25/14

Scheduled Dates: 2017 or 2018

9.A.   SLO Assessment - Compliance

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

As evidenced by the attached TracDat report, the entire department measures course SLOs regularly. There is at least one SLO measured in all classes but one--and in these classes, frequently multiple SLOs are measured by all faculty. The lone exception is Spanish 161/162; SLOs have not frequently been measured in this course. There needs to be improvement in this area. Faculty assess their SLOs and then enter their data in a department Google Form; in this way, multiple sections can assess multiple SLOs, and thereby capture as much data as possible. The TracDat lead (Sarah) then enters all data, documentation, and commentary into TracDat, verbatim. The department then discuss results and make adjustments as necessary.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

All SLOs are systematically assessed at least once every 4 years.

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative

SLOs for CWA courses are assessed in the departments offering the courses. The CWA does not assess SLOs.

Search Standards Description Text

9.A.   SLO Assessment - Compliance

Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
Course-level SLO data is not applicable.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative
n/a

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative
Course-level SLO data is not applicable.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

DRAM 140: I found that I was spending too much class time lecturing (with Powerpoint) on theatre history and the business & logistics of the theatre industry, as there is a lot of material to cover in these areas. The result was that we would then have insufficient time for hands-on projects, which tend to really focus and energize the students.

My solution was to provide a more broad overview of these areas in my lectures, and then, at the end of the lecture, pose a series of provocative questions, the answers to which can be found in the textbook, as well as in online resources (videos, handouts) found on the class WebAccess page. In preparation for the exam, I then provide students with a study guide for material covered in both the lecture and the textbook. I have found that this provides students with the structure that they need to succeed, while also requiring students to act on their own initiative; I have noticed student forming study groups to work outside of class, and have begun to encourage students to do so.

Another result of this change is that most classes involve more than one mode of instruction, with shorter lectures I can then transition the class to group work or a rehearsal. Switching from one instructional mode to another keeps the students alert and engaged.

DRAM 300: I have implemented a self-assessment routine in this course, where students periodically take a survey in which they are asked to grade themselves on a number of key questions, using a rubric. Key questions include: how much time outside of class they have spent analyzing, interpreting, and memorizing lines, and weather or not and to what extent they have done emotional recall and sense memory work. We have always had these discussions, but now the process is formalized. The Spring 2016 show is only the second time students have been doing this, but I have noticed that students are showing up to rehearsal more prepared, and are more likely to ask questions and offer suggestions.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

In general, the stated success criterion for each SLO has been met.

Sometimes, whether the success criterion for a SPAN SLO has been met or not is "inconclusive". In SPAN courses, this is due to the fact that very few students were enrolled in the class, so the results cannot be considered significant or representative, and it would not be appropriate to make modifications based on the assessment of a handful of students. SPAN offers several courses that are concurrently scheduled with others, and for this reason it is often the case that there are just a few students in a given course.

Several years ago, the "cultural" assessments were not as satisfactory as we might have wanted. A concerted effort was made to explain to students that learning the culture(s) of Spanish speakers was an important part of learning the language and being able to use it in a culturally appropriate manner.   Culture was intentionally infused into more lessons, assignments and assessments. Currently, assessments of cultural aspects of Spanish courses meet our success criteria for this SLO.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Search Standards Description Text

Response Detail

No Response Information to Display

Narrative

Over the past two years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques.

Teaching has been modified resulting in improved student learning outcomes. One example is from Sociology 100. SLO #1: "Students will be able to analyze various sociology concepts" was measured in the fall of 2015. In previous years, the SLO results were not satisfactory. In one previous semester, for example, only 65% of the students met the criterion of success when measuring this SLO. This past semester, however, the results exceeded faculty expectations whereby 91% of students in one section and 88% of students in another section met the basic criterion of success. Why the improved results? The improvement is largely attributable to one major change implemented this last semester: the institution of multiple review sessions before the midterm utilizing the help of tutors to assist students outside the classroom. These changes would not have been implemented without reflecting on the SLO data.

     9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to update assessments for newer courses to more adequately evaluate the outcomes. For SLO #1 for PSYC 410 and PSYC 106 many schools require PSYC 100 as a pre-requisite to these courses. As it is not a pre-requisite at Canada it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches, thus the next time the course is offered faculty will provide additional readings to assist students who have not taken PSYC 100. This change has not yet been evaluated given the change in course offerings due to reduced full-time faculty in the department. These changes will be assessed Spring 2016 and Fall 2016.

     9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material.

     9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative
The primary educational value of SLOs has been to teach this faculty member about the noisiness of small data sets and how difficult it is to draw any reliable conclusions from them. Noting that I teach multiple sections of the same class, it is interesting to note that test scores and SLOs can vary by as much as 15% during the same semester, when I am using the same materials and methods. To be able to discern significant impact of changing in teaching methods across semesters seems the height of folly. We are also encouraged to change which SLO we are assessing from year-to-year, which even fails to be a parody of the scientific method. That being said, there is an interesting consistent paradox in my SLO data, in that I collect data on three levels or types of problem, and the performance on the low level assessment is always worse than on the higher-level problem. It is as if students fail spelling but when it comes time to write paragraphs, the paragraphs are well written AND the spelling is all correct. I interpret this to be a validation of my overall approach which is to offer multiple methods of solving high-level problems; unfortunately there are no alternative methods to doing the low level tasks correctly. I will continue to explore this problem.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

No Response Information to Display

Narrative

Spring 2014
SLO Assessed: Locate and retrieve college-level print and digital resources.
Method: With an online pre and post survey, we measured students' confidence in locating and retrieving college-level print and digital resources using the library.
Findings: After finishing LIBR 100, students showed improvement in their confidence to use the library to locate and retrieve college-level print and digital resources. Before taking LIBR 100, 56% of student agreed or strongly agreed that they knew how to use the library catalog. Of these, only about 4% strongly agreed. After taking LIBR 100 94% of students agreed or strongly agreed that they knew how to use the library catalog, 42% more than at the beginning of the semester. Compared to using the library catalog, the students were a bit more confident in their ability to use the library databases, about 59% agreed or strongly agreed, that they could use a database to find articles. After finishing LIBR 100, 100% of respondents agreed or strongly agreed that they know how to use databases. Of these, almost 53% strongly agreed. From these results, LIBR 100 was effective in increasing students' confidence to locate and retrieve college-level print and digital resources.
Follow UP: Further assessment is needed to determine if increase in confidence corresponds to an increase in ability.

Fall 2014
SLO: Evaluate information from a variety of resources using a defined set of standards.
Method: Analyze three annotation bibliographies (advanced, average, and emerging) for students' ability to evaluate sources (one section).
Findings: Students who fell in the high scoring category completed their work on time and attended class regularly. They also made an effort to establish a relationship with the instructor. Be it asking questions, participating in class, offering insights, etc. This is a good reminder of the need for early intervention for students who are falling behind. Active learning and participation early on might also increase student success.
Mid-level scoring students provided brief or no evaluation of their resources. They also only tended to use one type of resource or from one source. The biggest issue with these students' annotated bibliographies was that they skipped the evaluating process, although they did complete other parts of the annotation assignment.
For low-scoring annotated bibliographies, students had difficulty with time management and understanding assignments. For example, one student did not follow directions. They had one resource that was an ESL 400 reading and did not include evaluations and other parts of the annotations.
Follow Up: In Fall 2015 we experimented with the annotated bibliography scheduling. One LIBR 100 section will had students do summary and relevance for first annotated bibliography, then summary and relevance and evaluation for second and third. Another had students do summary for first, summary and evaluation for second, and all three for third. We did not notice a significant difference in student's ability to evaluate information after this change. However, for Spring 2016 we are having students do the first annotated bibliography in class which has improved student's citations and we had more students complete the first annotated bibliography then previous semesters. In Spring 2015 we got rid of TBA, which should help students with time management issues. Even at the mid-point of Spring 2015 we have noticed a vast improvement of students completing homework assignments.

Spring 2015
SLO: Upon completion of this course, students will be able to effectively integrate and cite sources.
Methods: Librarians evaluate examples of high, mid, and low scoring final research papers.
Findings: Students with low understanding of how to integrate and cite sources tended not to use in-text citations, had many errors in their Works Cited, and used many low-quality sources. Average students had some formatting issues in their Works Cited, included sources in their Works Cited that weren't actually cited in their essay and had in-text citations that aren't connected to Works Cited citations. Students who demonstrated a high ability to effectively integrate and cite sources not only correctly formatted their in-text citations and Works Cited, but also used a variety of sources and demonstrated sophisticated quoting (using block quotes and paraphrasing).
Follow Up: In Spring 2016 we plan on encouraging student understanding of the connection between their essays and their Works Cited by creating in-class assignments where students are teachers. We will divide students into groups and have them show different aspects of citations and where in-text citations connect to bibliographies.

Fall 2015
SLO: Access Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.
Methods: Analyze three annotation bibliographies (advanced, average, and emerging) for student's ability to locate and retrieve sources.
Results: Students who showed a high ability to locate and retrieve college-level print and digital resources were able to use a variety of databases such as Academic Search Premier, Opposing Viewpoints, and EBSCO eBooks. They were also able to find and correctly identify different types of resources like eBooks, peer-reviewed journal, encyclopedia articles, magazines, viewpoint articles. Finally, they were able to clearly articulate how they will use each resource in their essay.
Mid-level students showed less variation in their choice of databases and types of resources. They also had a tendency to rely on (college level) websites and had some confusion differentiating between different types of resources. For example, one student thought a print book he found through the library catalog was an eBook.
Low level students had a tendency to use only one database. They also had trouble articulating how they would use their resources in their essay, often not even including a description in their annotated bibliography. They also did not use a peer-reviewed article and did not demonstrate that they were able to identify a peer-reviewed journal.
Follow Up: Starting Spring 2016 we will require students use two different types of resources in the second annotated bibliography. We may also include a class session emphasizing the difference between types of resources by having student groups present on a certain type of resource.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

Response Status: In Progress   **Percent Complete: 0 %**

Narrative

The Learning Center is starting a new process of developing and evaluating the SLOs for our courses. These SLOs are not yet established but we have been loosely using the old SLOs to guide how we support the existing courses. We are planning to use this next academic year to design, develop and implement new course SLOs for the Learning Center and a plan to evaluate them.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Please see discipline-specific program reviews.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Because of issues with the TracDat system, instructors in the KAD department are managing SLO progression individually by tracking and assessing their own sections. The fitness center classes (FITN 112, 117, 118 and 119) implemented and online component of teaching and assessment. The assessment (assignments and quizzes) addressed
our fitness center course SLOs. With the help of the fitness center instructors, students are able to complete the assessment online. The online results from Webaccess can be extrapolated to Tracdat and serve as course assessment results data.
The FITN 304.1 and 304.2 Walking Fitness classes implement an online assessment as well. Each semester
the instructor evaluates the results and makes changes and recommendations accordingly.

9.B.   SLO Assessment - Impact

Search Standards Description Text

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

For the most part, we have been very pleased with the results of our SLO assessments. Most of the discussion that has taken place has been at the Program Learning Outcomes level, as part of the direct assessment that the Social Sciences faculty conducts at the end of each semester. These discussions have reaffirmed the direction we have taken with both PLOs and History SLOs, which align nicely and both vertically (course to program) and also horizontally (across the nine social science disciplines).

Most of the improvements that we have made to our courses have been relatively minor. For example, in response to the Fall 2014 assessment of the SLO#5 (HIST 202) that says "students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc", at least one faculty member changed the timing for introducing students to these concepts (as part of introducing them to a Reader that contains a variety of sources). The earlier timing gave students more opportunities to apply and practice what they were learning, in order to learn it better.

In another example, SLO#4 (assessed in HIST 104 during the 2014-2015 cycle), "Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples," the criterion were met and most students succeeded, but again, the instructor made some minor, but important adjustments after discovering that the majority of students who did fail to achieve the desired outcome, were also highly likely to have failed to complete the smaller scaffolded assignments along the way. As a result, the instructor now places a much greater emphasis on ensuring the completion of those smaller assignments.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Currently, individual instructors use the results of their SLO assessments to implement changes in teaching strategies to meet the SLO for a higher percentage of students. The form used to compile the SLO results, assessment methods, and reflections is sent to the entire department online for their review.
There are ongoing informal conversations among ESL faculty members about SLO assessment results. Additionally, when SLO minimums are not met, the ESL Department discusses at department meetings and via online conversations how to improve student results.
For example, one SLO for ESL 800 is "Utilize academic resources and study skills to support ESL academic coursework at the beginning level." In one off-campus course, the criterion for this SLO was not met; consequently, dialog ensued between the instructor of the course and other members of the department. The result was increased access to the computer lab where the course is taught so that students could have adequate training with academic resources.
In the future, it might be useful to formalize an annual SLO results review to analyze the data and develop systematic means of improving student outcomes, perhaps as a Flex Day workshop.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Discussions of SLOs occur in department meetings and have recently resulted in an effort to norm grading practices across the department, specifically around grading English 110 final essays. This process led to further discussions about what is taught at each level in an effort to provide a consistent educational experience across the department. SLO assessment has also led to an examination of English 100 as we have noticed that students are entering the course less prepared than in past years/semester and are therefore in need of additional scaffolding to prepare for reading texts, writing essays, and doing research. Finally, in recent years, we introduced integrated and accelerated developmental courses at one and two levels below transfer. In addition to SLO assessments, we are planning to evaluate success and retention for these courses using Data Dashboard and comparing them to non-accelerated classes.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Search Standards Description Text

Source: IPR
Cycle: Instructional Program Review 2016-17
Search Text:
Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Conclusions drawn are weak for the following reasons:
The variety of methods employed to collect the data do not allow for statistically valid aggregation. Requiring the same method of data collection would raise serious questions around academic freedom--thus the differing methods is not something that can be easily changed
The numbers are simply too small to draw much confidence around. Moreover, the accrediting requirement that all SLO's must me measured within a certain timeframe makes the collection of longitudinal data problematic.
That being said, faculty have noted where their successes and failures have occurred and have:
1) Altered their methods of assessment (e.g. open book, multiple choice, essay, etc....) in an effort to improve performance.
2) Talked with other faculty in other disciplines about what they use to measure/improve student performance
 There is ABSOLUTELY NO WAY, WITH ANY STATISTICAL CERTAINTY, TO ASCERTAIN IF THESE CHANGES HAVE LED TO ANY DOCUMENTED IMPROVEMENT IN STUDENT PERFORMANCE.
Anyone who claims otherwise probably also knows: What happened in area 51 (Roswell/Aliens) and can tell you how many angels can dance on the head of pin.
I can tell you that the "idea of SLO's" does ask me, as the instructor, to think about whether or not my efforts in class are connected to the SLO's as documented. That, on balance, is probably not a bad thing.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 Over the years, many conversations have occurred in the COMM department regarding the assessment of student learning in classroom. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative

Art 101 (Fall 2014) I expanded this portion of the final exam by adding more questions using terminology to identify objects and monuments. These terms were added to the Study Guide, and students were instructed to use the glossary in their textbook. Most of the students (75%) performed well on this portion of the exam.
In the future, I may give a "definitions" assignment requiring use of the textbook glossary to help students master the language of art history in preparation for the exam.

Art 101 (Spring 2015) This semester I tried something new. Instead of assigning an essay comparing and contrasting two monuments (e.g., compare the Stepped Pyramid of King Zoser to the Ziggurat of Ur), I assigned four articles for them to read about the current crisis in Syria and Iraq where ISIS is destroying ancient sites for political purposes. The sites were ones we studied in class. They reported on the articles, discussed the monuments, and included a reflection concerning what this means for the study of art history.

These essays were much stronger than on the other kind of standard essay. A large majority of students had something meaningful to say, and engaged with the history of the cultures represented at a deeper level. I am going to pursue this approach.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative

Slight changes in teaching practice have been implemented. Generally, testing the SLOs has resulted in a large number of students understanding the main themes, leading the department to continue to teach using the same techniques as students are successfully testing on SLOs overall. The main improvement has been the ability to get more equipment (such as updating the skeletal collection) and maintain equipment needs (such as JSTOR and the ethnographic film database).

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative

1. Because of our SLOs assessments, laboratory exercises in RADT 435 were revised during the fall semester of 2013. We began implementing these changes during the fall semester of 2014. The new lab exercises provide students with a deeper understanding of x-ray physics and equipment operation. Since 2014, we have observed a small improvement in the ARRT national examination in sections B (Equipment Operation and Quality Control) and section C (Image Acquisition and Evaluation).With the acquisition of new quality control equipment (Standard 6-A), the labs will add another level accuracy that will ultimately broaden student knowledge.
2. Starting in the spring of 2015 the didactic hours in Radiographic Positioning II (RADT 420) and Principles of Radiation Exposure (RADT 430) have been rearranged. These courses were offered on a Monday and Wednesday (2 hours 10 minutes lectures) and because of the difficulties students had shown during the first spring semester, program officials rearranged class schedules to Monday, Wednesday and Friday (1 hour 20 minutes lectures).

Observations. In RADT 430 when comparing total scores from the cohorts of 2012 – 2014 to the cohorts of 2015 – 2016 we observed a increment in scores of approximately 3.5 percent; in addition students appear to be a more engaged and enthusiastic during lectures. In RADT 420 they also look more enthusiastic; however, when comparing the cohorts of 2013 -2014 with the cohorts of 2015 - 2016 we observed a decrease in scores of 2.09 percent. One possible explanation is that the cohort of 2014 (class graduated in 2015) was a exceptionally good class.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

SLO assesments have not prompted any changes in teaching.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

Full-time faculty and Department Coordinator frequently discuss SLO changes and updates as part of curriculum review and as advised by our Advisory Board.
Some of the improvements in courses have been in making SLOs more relevant to the jobs which exist in our area in our fields.
Student learning has been improved by changes in teaching by focusing more on the principles than the specific tools. For example, although we still use Adobe Flash as the basis of our 2d animation class, we have adjusted the SLOs to reflect a more general understanding of 2D art. Previously one of the learning outcomes (SLO 2) was the production of a webpage using entirely Flash. That is outdated now, and it was changed to: Create non-linear artistic presentations through the integration of basic programming (Actionscript) into their Flash movies. This is far more applicable to the current job market.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

The faculty discuss the SLOs and SLO assessments each spring to evaluate the process and the assessment outcomes. As a result, the SLOs are more specific and more helpful with our program evaluation.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

The assessments continue to reveal lack of English skills and students simply never returning to class. To address the problems we have incorporated the personal tutoring sessions by instructors as previous outlined and made suggestions for implementation of proposed equity gap solutions.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

The biggest changes have been made in the elementary and intermediate algebra sequences. Realizing that we needed more time to cover the key ideas we moved some topics into other classes. For example, the logarithm properties are needed by STEM majors, but not by the majority of students who take math 120, so we moved that topic to Pre-Calculus and the path to calculus where all of the STEM majors will see it.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

We need to update and upload the SLOs for our program. At this point recommendations from the previous SLOs assessment cycle as well as improvements are not available.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

 The HMSV program consists of all adjunct faculty with fulltime jobs, so it is very difficult to get together as a group, and email has not proven to be efficient. To date, the faculty have not looked at, or evaluated SLO information as a whole. This remains a goal.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

 n/a

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

 More attention has been given to the written component of assignments as entry level college students often have difficulty verbalizing their ideas.

There has been more dialogue about the importance of time management for projects and assignments. This gives students the tools needed to schedule their work accordingly, resulting in more timely completion of course assignments.

Instructors seem to have a better understanding of the difficulty facing ESL students when communicating their knowledge of the subject matter. There has been discussion about how to help bridge the ESL language gaps. We will continue allowing ESL students the opportunity to provide verbal answers on tests/quizzes.

In many classes we are pleased with result of SLO's and will continue instruction in the same manner.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

Response Detail
No Response Information to Display
Narrative

For engineering courses, results of SLO assessments in minor changes in the courses including changes in the order in which topics are covered, amount of time spent on specific topics, and additional formative assessments (e.g., quizzes) on topics that proved difficult for students.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

Some discipline peers have met to discuss Oceanography SLOs and how to amend them to be more useful.
We have discussed the differences between online and in-person sections, the need to assess both, and anticipated differences in assessment results.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display
Narrative

Analysis of the 4-Column TracDat report suggests that most SLO's are being met while few outcomes are "inconclusive." These data are unreliable, however, since instructors have set different criteria for "success" (i.e., some use "75% and above" as the measure of success, others use "65% and above," or "85% and above). Criteria, along with assessment method, must be standardized across courses for data to yield meaningful results. Discussions have begun among ECE faculty at both Cañada and Skyline College to address the need for standardization, shared assignments, capstone projects, etc. The goal is to explore the benefits of requiring an electronic portfolio across required certificate courses

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative

 The faculty have always had successful results on the SLO assessments. Student learning has remained the same with results in the 93% to 100% area.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative

 For engineering courses, results of SLO assessments in minor changes in the courses including changes in the order in which topics are covered, amount of time spent on specific topics, and additional formative assessments (e.g., quizzes) on topics that proved difficult for students.

For CIS, we have implemented additional modalities of delivering content (e.g., videos).
The SLO currently in place reflect the key concepts for each of the computer science course descriptions. To truly measure the rate of a student's successfully learns the course material, the selection of the correct SLO's and corresponding assignments do a good job.

Search Standards Description Text

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Conversations about SLO results pointed out the need to give students additional practice opportunities in certain laboratory techniques. A titration virtual lab is now performed before having students perform a live titration lab. Analysis of CHEM 192 SLO results indicated that students had a difficult time understanding the particulate nature of matter, a concept that is crucial to understand chemistry. A University of Colorado PHet Interactive animation about states of matter is now shown to students early in the semester. Students have shown a better understanding of chemical concepts. Analysis of CHEM 210 data indicated that students have difficulty decoding relevant information from word problems, connecting number meaning to physical meaning, and applying chemical concepts to related situations without seeing an example before. Analysis of CHEM 410 data indicates that students have difficulty with nomenclature. A manipulative is being developed to be used as a puzzle to help students put ions together. Also, a laboratory session is now devoted to practice, independently and in group setting, putting ionic compounds together and to name a variety of ionic and covalent compounds. Analysis of eth CHEM 231 data showed students have difficulty drawing reaction mechanisms. As a result, a new flipped classroom teaching mode is being implemented. There is an assigned reading in preparation for lecture. During lecture students work on sample problems in small groups. The instructor circulates to support students.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

BIOL 130 Introduction to Human Biology:

BIOL 132 Human Biology Laboratory:

BIOL 225 Organismal Biology:

BIOL 230 Cell and Molecular Biology:
For the last 6 years, students are more frequently required to develop their own questions/scientific inquiries in the Cell and Molecular Biology laboratory, and to plan and execute their own experiments. Progress has been made in the last 3-4 years as students are becoming more competent at this process at a much faster rate. We are a bit surprised at how difficult it is for some students during the first two months of the course. The formal laboratory reports include a detailed reflection on the scientific process, and the entire assignment is submitted as part of their semesterly e-Portfolio. Since Fall 2013, students have weekly assignments (Pre-Laboratory writeups) writing their own hypotheses about scientific questions in the laboratory, and making predictions of outcomes. These weekly Pre-Labs and practice in developing hypotheses and thinking through predicted results have facilitated students' mindset of ownership of their own scientific investigations.

Daily in-lecture Blue Book questions were begun in Fall 2014 to help more directly engage students in the classroom, encourage active participation and collaborative learning among classmates, and to help the instructor track student learning progress on a more consistent basis throughout the semester. This also has significantly improved in-lecture class attendance. In addition to daily in-class Blue Book (Class/Lecture Journal) activities, daily Lesson Objectives and Study Guide questions are now collected weekly to more directly ensure that students are keeping up with the material. Regular diligence and daily reading and review are crucial habits for students to perform at their highest level in 200-level BIOL courses.

BIOL 240 General Microbiology:
As in BIOL 230, daily in-lecture Blue Book questions were begun in Fall 2014 to help more directly engage students in the classroom, encourage active participation and collaborative learning among classmates, and to help the instructor track student learning progress on a more consistent basis throughout the semester. This also has significantly improved in-lecture class attendance. In addition to daily in-class Blue Book (Class/Lecture Journal) activities, daily Lesson Objectives and Study Guide questions are now collected weekly to more directly ensure that students are keeping up with the material. Regular diligence and daily reading and review are crucial habits for students to perform at their highest level in 200-level BIOL courses.
Also, new BIOL 240 students have shown high drop-off rates and varied student success on exams early in the semesters for the last several years. This may be at least partially due to lack of agreement in prerequisites across the SMCCC District, and the resulting lack of online prerequisite checking. Therefore, Dr. Staples has begun what will now be a regular practice (as early results look very promising in Spring 2017) of contacting all enrolled and waitlisted students for BIOL 240 two or more weeks before the semester starts, with an honest summary of what is expected of them during the semester: the very important requirements of CHEM and BIOL lab course prerequisites because of the extensive chemical principles and fast start to the course. Before the semester started, Dr. Staples also firmly expressed the necessity of coming to the first day of class with Textbooks in-hand (having read the first 2 chapters) and Lab Manuals ready to use in the laboratory on the first day. As mentioned, early indications are VERY good as students arrived very ready to meet course expectations, and initial indications from 2 semi-weekly quizzes so far and a first look at last week's first midterm exam are showing great improvements over past semesters' results. It will be very interesting to compare first midterm performance from this semester with several past semesters.

BIOL 250 Human Anatomy:
The ultimate outcome for this course is that students are able to correctly locate and identify anatomical structures. We continue to assess this through lab exams using models and specimens. Each time the assessment is done, we find that on average, the results meet our success criterion. There is a wide range of student abilities and not every student achieves this desired level of mastery. In Prof. Hirzel's courses he continues to use a game theory-designed quiz system to give students increasing levels of difficulty/challenge in preparation for the exam. Students report that they like the system but, since this wasn't a controlled experiment, he is unable to determine the quantitative impact on scores. Anecdotally, students request that lecture quizzes be constructed in a similar fashion; this suggests that at least the pedagogical change increases student engagement.

BIOL 260 Human Physiology:
One of the SLOs for BIOL 260 Human Physiology is "Research, summarize and cite articles from peer-reviewed scientific literature." This has been assessed by Dr. Behonick for several semesters. After observing that students did not get sufficient experience with the peer-reviewed scientific literature when working with this reading material in group assignments, in Spring 2014 she began assigning literature reviews as individual efforts and tracking student progress over the course of the semester (and over the course of successive assignments) based on overall scores and feedback. While there was a general trend toward skill improvement, as demonstrated in the SLO analysis as well as students' perceptions of their skills, it is clear from this analysis that additional experience reading and analyzing scientific literature is required for students in the Allied Health program.

HSCI 100 General Health Science :
One of the SLOs for HSCI 100 General Health Science is "Describe prevalent contemporary health concerns and problems, their characteristics and methods of care including (but not limited to) nutrition, mental health conditions, chronic illnesses and infectious diseases." This has been assessed by Dr. Behonick for multiple consecutive semesters using the Current Issue Project, in which students research a contemporary controversial health issue and present this during a class-wide poster session on the last day of lecture. This assessment has resulted in an ongoing refinement of this project and how it is

scaffolded for/presented to the students in this course. This first involved creation of an explicit scaffolding process wherein students were forced to complete and submit sections of the project throughout the semester for feedback, and subsequently involved the incorporation of a library orientation/research skills lesson from the library staff into the course. Comparison of assessments of this SLO before incorporation of a more explicit scaffolding process and structured lesson on research skills (Fall 2010 semester, cohort did not achieve SLO) vs. after (Spring 2016 semester, cohort achieved SLO) suggests that these additional levels of support are beneficial to students in executing this project and achieving this SLO.

   Daily in-lecture Blue Book questions were begun in Fall 2014 to help more directly engage students in the classroom, encourage active participation and collaborative learning among classmates, and to help the instructor track student learning progress on a more consistent basis throughout the semester. In addition to daily in-class Blue Book (Class/Lecture Journal) activities, daily Lesson Objectives and Study Guide questions are now collected weekly to more directly ensure that students are keeping up with the material. Regular diligence and daily reading and review are crucial habits for students to perform at their highest level in 200-level BIOL courses.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 The new SLO results have been submitted to TracDat. In both AST 100 and 101 the results have been satisfactory, though there has been a noticeable discrepancy between lab scores and exam scores in the 101 class. This is likely due to the inclusion of lab report format in determining lab scores (SLO3) instead of focus on content (SLOs 1 and 2). Perhaps more delineation of content from format in assessment will generate more reliable results.

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 Currently we are in the process of redesigning effective SLO tools since some of our previous SLO assessments were inconclusive. We have experimented with different types of assessments and will continue to work on what is the most effective for our courses.

Search Standards Description Text

Source: IPR
Cycle: Instructional Program Review 2016-17
Search Text:
Response Types: All Responses Types

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Our PLO assessment plan will rotate assessments across each PLO per semester.
PLO #1 - Fall 2016
PLO #2 - Spring 2017
PLO #3 - Fall 2017
PLO #4 - Spring 2018
PLO #1 Design and manage business documents using current technology to engage in creative problem solving. Assessment tool: Group project assignments requiring creative thinking activities using software such as MS Office. Each business and accounting class has either a group assignment, team assignment or an ethical case assignment. (Technology was not included in the assessment for Fall 2016 - responsible party not assigned as of yet.)
PLO #2 Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology. Assessment tool: Individual and group presentations covering current and specific course topics. (Technology was not included in the assessment for Spring 2017 - full-time professors working with part-time professors to determine how this could be assessed in all courses.)
PLO #3 Recognize ethical behavior in their chosen profession and behave in a socially responsible manner. Generally assessment tools require a situational case study with verbal or written discussion.
PLO #4 Analyze business issues, interpret financial data and identify economic trends. Assessment tool: Students are required to read current business articles and participate in a class discussion.

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Astronomy does not have separate PLOs from Physics. Not Applicable.

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

Biology Majors
A new assessment method was tried in the last 2 terms. The portfolio assignment was not useful for students beyond receiving classroom credit, since it was not implemented college-wide. The new assessment was a figure and a writing prompt that required students to think broadly and specifically about biological concepts involving genetics, evolution, development, and adaptions (file: PLO2 Fish Assessment). It was designed to address PLO 2: Recognize and explain the evolutionary connections between biological structures and their function and between organisms and their environment.
Results (file: PLO2 Assessment Results 2017) indicate that students wrote an average of 4.7 explanations apiece, all of which met the rubric standard of basic or proficient. Most students recognized that environmental conditions and developmental factors could explain the example, as well as genetic inheritance. Overall, it indicated that our Biology Majors are able to synthesize concepts from different areas of biology. Success!
These results included students in BIOL 225 Biology of Organisms, required for Majors, whether they were completing their degree or not. It allows a larger sample size of students and should make the results more meaningful.

In BIOL 230 Cell and Molecular Biology, PLO assessments continue to focus on laboratory reports (Scientific Method and Data/Information Analysis) and lecture exam questions (Structure-Function Relationships). So far these have been good indicators of student success in these areas, and varied student performance on assessments continues to inform us about improving teaching and learning practices in the classrooms, and where more individual student assignments are needed to force student engagement with the most important and more difficult concepts. The most recent PLO assessment, directly addressing relationships between molecular structure and molecular function in cells, fell below criteria. This standard has been assessed with varied success over the years, and as this is one of the first concepts taught in the course, is most often assessed early in the course (first midterm exam). Plans are in place to more often assess this SLO/PLO later in the semester, when students are more adjusted to course demands, and have more experience and knowledge of this recurring concept in Biology. It will also be informative to assess this PLO early in the semester, and then again and more thoroughly later in the semester to gauge student improvement.

Allied Health and Interdisciplinary Studies Majors
PLOs have not been consistently assessed for allied health graduates (students who graduate with A.S. in Allied Health or A.A. in Interdisciplinary Studies with emphasis in Natural Science and Mathematics) since our last Program Review. Several limitations have contributed to this.
Our plan for PLO assessment of these graduates centered on the use of e-portfolios, which have failed to gain traction in the program or at Cañada as a whole. While e-portfolios were adopted by some instructors in the program and were used successfully by these instructors for several years to assess individual students in their courses, they were determined to be inefficient. In addition, in attempting to assess PLOs using these e-portfolios and the rubrics established previously by the program faculty (published in Biology 2014-2015 Program Review, file: PLO rubrics), it became clear that while these rubrics are appropriate for assessing these PLOs for Biology majors, they are not necessarily appropriate for assessing PLOs for the more health-focused students in our program. As shown by the results from Dr. Behonick's Spring 2016 BIOL 250 Human Anatomy course, in which students completed a Movement Analysis as their signature assignment as evidence of PLO 2, the established rubric is insufficient as 2 of the 3 criteria do not apply (file: PLO2 Assessment 2017 BIOL 250). Overall, it is clear that neither the e-portfolios nor the rubrics are an effective method for analyzing PLOs for allied health graduates. Future planning will include devising a more reliable method for regular assessment of PLOs for allied health graduates.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Response Detail

No Response Information to Display

Narrative

Only 1-3 students complete a Chemistry major. Most Physical Science majors (either Chemistry or Physics) take Physics in their last semester at Canada. The direct method to assess PLOs in Chemistry is a capstone project in the second semester of organic chemistry. In this project, each student is given two unknowns. Each unknown is fully identified using chemical and analytical instrumentation methods. Students submit a concise report to justify their sample identification. Students have been successful in completing this project. Thus demonstrating proficiency in the three Physical Sciences Program Student Learning Outcomes.
This project requires a great deal of preparation time and student support during the 2-3 weeks duration of the project. It also requires chemicals and supplies. We could use staff help and dedicated budget to support the project.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

We have not yet addressing PLO. There is not yet a plan. There will be one developed in 2017.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

N/A: Since the Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College, then the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Coop is aligned. The Cooperative Education Program does not graduate any students from it's program. The students graduate from many different programs that offer degrees and certificates.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

The ECE/CD and Human Services programs will review existing PLO's as both merge into one department. Modifications to both certificate and course offerings are expected. To date, mapping of ECE/CD course level SLO's to PSLO's and ISLO's have not been accomplished.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

Most of our students are GE students, so we need to be addressing GE/ILO. Thus far we have not enacted a plan. We need to do so, and we will need some training to get back on track.
We currently have one degree program that serves very few students. Within the next year we will hopefully have two new transfer degrees. We need to develop our PLO assessment programs as we develop these new degrees.

Search Standards Description Text

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

For Engineering, all five active PLOs have been assessed at least once. A total of 12 direct assessments of the PLOs have been reported and uploaded in Tracdact. All assessments showed satisfactory achievement of success criteria.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

As the most advanced course in the department, FASH 162 has been identified as the capstone course. Students continually excel at developing industry standard skills in line development and pattern making. We will continue to require high standards in order for students to complete this course. PLO Assessment:
Students will develop the ability to communicate design concepts through a culminating project and/or portfolio
Through tests and projects, students are able to understand the elements and principles of design and discipline specific functional implementation.
Using exams, projects, and/or portfolios, students develop industry standard skills in the fashion field.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

Upon graduation and/or transfer from the Honors Transfer Program, students will have:
a.   Completed at least 15-units of Honors;
b.   Completed Honors research;
c.   Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO A: Completed at least 15-units of Honors.
In Spring 2016 there were 10 HTP graduates, an improvement from past years (7 in Spring 2015, 7 in Spring 2014; no data is available before 2014). Although program completion is not the only measurement of success, this number is low considering the honors enrollment was 380 in 2015-16 (this number includes mostly non-members). Other measurements of success could include tracking the number of units that were completed by HTP members and non-members and Honors members' and non-members' transfer status and names of institutions, however, the case management of such data was not tracked prior to 2013-14, in addition to only having access to incomplete transfer data.

As of Spring 2016, ~80 students were identified as HTP members. Upon a course management review of HTP members. With close to 100 members, this emphasizes the necessity of effective case management within the program. This may also highlight potential confusion between PTK and HTP. To help with this issue, PTK has added several slides addressing "How is PTK different from our Honors Transfer Program" when conducting new student orientations. The HTP advisory committee is also in the process of recommending marking strategies aimed at improving the overall branding and understanding of the program.

SPECIAL CONSIDERATION: UCLA TAP
In Fall of 2012 the HTP was granted full membership in the UCLA Transfer Alliance Program. The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College of Letters and Science in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Students who have completed the Honors/Scholars Program at their Community College receive priority consideration for admission to UCLA College of Letters and Science. Although 6 students applied for the UCLA TAP in Spring 2014, only 3 applications were approved and none of those students attended the college. In Spring 2015 & 2016, 9 students applied to the Honors TAP agreement through UCLA. The highest number of certifications that the program has processed was in Spring 2017 at 15 students.

PLO B: Completed Honors research.
Specific to 2015-16, the enrollment was 380, equating to 380 research opportunities via honors designated courses. Of the 380 Honors research opportunities, there was an 81.8% success rate, which is well above the success rate goal of 70% students. That year 310 students completed their work. Data specific to Honors Contracts, during the 2015-16 roughly 80 applicants completed their research, a 57.5% completion rate (note: there is no penalty for students who submitted Honors Contract Proposals and didn't complete their Honors work).

PLO C: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium.
For the past 7 years Cañada College's Honors students have been selected to present their research at the symposiums held at either Stanford University of University of California, Berkeley. In addition to presenting their research, as of Spring 2014, students were also eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's ejournal. Students are competitively selected for the BHC Honors Research Symposium, a conference that attracts proposals from students throughout the state.

Year	BHC Honors Research Symposium
2010	12 students selected out of 13 proposals
2011	8 students selected out of 8 proposals – 135 statewide
2012	7 students selected out of 9 proposals – 140 statewide
2013	5 students selected out of 6 proposals – 150 statewide
2014	7 students selected out of 11 proposals – 180 statewide
2015	2 students selected out of 8 proposals – 207 statewide
2016	2 students selected out of 8 proposals – over 200 statewide

All students selected to present at the BHC Honors Research Symposium were also required to participate in the college's student research conference. For all other students who were not selected to present at the symposium or other interested students, also had the option to participate in Cañada's research showcase. Over the past two years, over 20 students have presented their honors research at the campus-wide showcase (participation data is not available for academic years prior due to changes in program coordination).

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display
Narrative

Due to the issue with TracDat described above in #9, PLO has yet to be entered and evaluated by HMSV faculty. Our goal will be to meet, review and analyze SLOs and PLO before fall semester.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display
Narrative

It is difficult at this point to summarize the assessment results for the Program Learning Outcomes. There are probably two measures of success, the ability of students to obtain employment (a figure that is very difficult, if not impossible to obtain as it would be self-reported by students), the number who are accepted and transfer to a 4 year program (again a number that is difficult to obtain, relying on self-reporting), as well as the number of students completing the AS degree and various certificate programs offered. The Interior Design Program has one of the highest number of completions consistently in the college.

There are other data in which the Interior Design/Architecture program performance can be assessed. This falls into five categories: student performance in external regional and national student design competitions (data below), recent graduate performance in professional design competitions (some examples are also below), transfer and successful attainment of a Bachelor's degree (no data available), attainment of certification or other licensure status by graduates such as those from the National Kitchen and Bath Association (AKBD, CKD, CBD), Certified Interior Design (CID) in California, NCIDQ (National Council for Interior Design Qualification), CGBP (Certified Green Building Professional), to name a few, and successful employment as a designer. Once a student graduates, it is again, difficult to track all but the first of these data except by self-reporting and anecdotal information. So we are currently finding this information out is by chance at best, so it is not posted.

Student Design Competition Award Recognition, by year, 2001 – 2016
Cañada College Interior Design Program
(Sources: competition sponsor, organization press releases)

Sponsoring organization/event	Year	No. of Recipients
NKBA Student Kitchen Design Competition (national)	**2001**	**1**
San Francisco Student Career Forum Design Competitions	**2001**	**1**
San Francisco Student Career Forum Design Competitions	**2002**	**4**
San Francisco Student Career Forum Design Competitions	**2003**	**3**
San Francisco Student Career Forum Design Competitions	**2004**	**2**
San Francisco Student Career Forum Design Competitions	**2005**	**7**
San Francisco Student Career Forum Design Competitions	**2006**	**6**

CA Peninsula Chapter ASID Design Awards	2006	1 team, 5 students
San Francisco Student Career Forum Design Competitions 2007		2
CA Peninsula Chapter ASID Design Awards	2007	2
IIDA National Student Sustainable Design Competition	2007	1
San Francisco Student Career Forum Design Competitions 2008		2
CA Peninsula Chapter ASID Design Awards	2008	2
San Francisco Student Career Forum Design Competitions 2009		5
CA Peninsula Chapter ASID Design Awards	2009	1 team, 7 students
NKBA/GE Kitchen Charette (national competition)	2010	2
San Francisco Student Career Forum Design Competitions 2010		9
San Francisco Student Career Forum Design Competitions 2011		4
NKBA/GE Kitchen Charette (national competition)	2012	1
NKBA Student Kitchen Design Competition (nat. comp.)	2012	1
San Francisco Student Career Forum Design Competitions 2012		1
San Francisco Student Career Forum Design Competitions 2013		3

Professional Design competition winners – a selected sample of recent graduates (since 2006) (Source: self-reporting and professional publications):

• **Jennifer Glynn and Barbara Lavigna (graduate)**
o **ASID Emerging Professionals Award, 2016**
• **Lisa Hurtado**
o **ASID CA North Chapter, Design Excellence (2015)**
• **Debra Winston (2010 graduate)**
o **1 placement in kitchen, Silicon Valley NARI (2013)**
• **Jamieson Simpson, CKD, CGBP (2009 graduate)**
o **1 placement in kitchen, No.CA chapter NKBA (2010),**
o **3 placements in kitchen and bath, No.CA Chapter NKBA (2011),**
o **2 placements in kitchen and bath, Silicon Valley NARI (2010),**
o **1 placement in bath, No.CA Chapter NKBA (2012),**
o **2 placements in kitchen and bath, Silicon Valley NARI (2011),**
o **1 placement in medium kitchen, No.CA Chapter NKBA (2013),**
• **Shari Steele, AKBD, CID (2008 graduate)**
o **3 placements in kitchen and bath, No.CA Chapter NKBA (2012)**
• **Elizabeth Springs, CKD, CBD, CID, CAPS, CGBP (2007 graduate):**
o **1 placement in entire house design, Silicon Valley NARI (2013)**
• **Carol Swansen, CKD (2007 graduate)**
o **3 placements in kitchen, No.CA Chapter NKBA (2011)**
• **Yukari Haitani, CKD, CBD, CID (2006 graduate)**
o **1 placement in bath, No.CA Chapter NKBA (2010)**
• **Julie Mifsud (2004 graduate)**
o **1 placement in kitchen, No.CA Chapter NKBA (2013),**
o **1 placement in residential interior design, Jonathan Charles Fine Furniture Interior Design Competition (2012)**
Other:
• **Denny Holland (2008 graduate and current INTD faculty member):**
o **2012 Faculty Advisor of the Year, ASID Student Chapter (National Award)**

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display
Narrative
We did not assess PLO's last year. This is something we need to take a look at.

Search Standards Description Text

Source: IPR
Cycle: Instructional Program Review 2016-17
Search Text:
Response Types: All Responses Types

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

Our program learning outcomes are completed at the end of each academic year. These PLOs reveal a high rate of employment and job retention. One way that we monitor the impact of these PLOs is by surveying and assessment of supervisory externship evaluations, which monitors student field performance and hire rates. This method has proven to successfully engage externship partners and shows a high rate of student success in the field.

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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

All graduating MART students are required to take MART 390. In the class, students prepare (among other materials) a portfolio or demo reel of their work containing representative samples of advanced work in their particular discipline (digital photography, graphic design, wed design, 3D animation, etc). Then, in a mock interview setting, the student must present their work, describe their work process and experience, and answer questions about design-specific elements found in their portfolios. Demonstration of written mastery of the PLO is accomplished through resume and cover letter writing, as well as a written report describing a required informational interview with a professional in the student's field of study.

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Response Detail
No Response Information to Display

Narrative

Due to course cancellations and the lack of a program coordinator, program level outcome assessments have not yet been entered in TracDat. We plan to address this situation when leadership is in place.

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Response Detail
No Response Information to Display

Narrative

The program student learning outcomes are supported by the course level SLO's.   The PLO's are:
1)   The Scientific Method
2)   Effective Communication and Documentation
3)   Critical Thinking and analysis of physical systems
The SLO's are evaluated through written Lab reports, presentations, and embedded questions on exams.
The departments is successful in completing the PLO's. Thus no changes are planned.

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

 PLOs are assessed every year in accordance with JRCERT requirements, please see attached
Assessment Plan 2015 - 2016.
The assessment plan for Program Student Learning Outcomes (PSLOs) measures Program quality through the assessment of benchmarks set by the Program. The measurement of assessments indicate three possibilities: 1) positive results encourages us to continue utilizing current methodology, 2) negative results require review of curriculum, curriculum delivery, application of measuring tool, and then we look for possible solutions; and 3) results that are difficult or impossible to measure are revised, replaced or removed.
In summary assessment's results of PSLOs are good in demonstrating strengths and weaknesses of the program.
Other data that reveals Program performance are:
1. The State of California Department of Public Health Radiologic Health Branch (RHB) Radiography examination success rate of 100%.   https://www.cdph.ca.gov/certlic/radquip/Documents/X-raySchoolPassRates.pdf
2. The Program Effectiveness Data found in the program's website.
http://www.canadacollege.edu/radtech/docs/Program%20Effectiveness%20Data%202015.pdf

3. The American Registry of Radiologic Technologists
National Comparison Report. Attached

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

Program Learning Outcomes:
Upon graduation from the College for Working Adults, students will have:
 Earned one, two, or three Associate degrees
 Graduated within four years of entering the program
 Completed at least one application for transfer and/or scholarship
 These PLOs were assessed using student data collected by the CWA counselor and include data for 43 students who graduated from the program in 2015-2016.

PLO Results for 2015-2016
 1. 100% of students earned at least one Associate degree upon completing the program
 2. 100% of students who graduated had completed their degrees within four years of entering the program*
 3. 88% of students who graduated had applied for transfer

*In the future we would like to evaluate PLO 2 in a more robust manner by looking at all CWA students and not just graduates

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

ELITE's PLOs are as follows:
Align online and hybrid courses with Section 508 and ADA regulations.
Offer faculty and staff ongoing assistance with enhancing online and hybrid courses for Canada students.
Analyze and assist with all course-level assessment at the College.

The ELITE Program will also perform an annual needs assessment to keep the program up-to-date on what Cañada faculty and student need from the program. Needs assessment findings will also be posted to the ELITE Program website. The ELITE program's PLOs will also be assessed and revised in ELITE's annual needs assessment report. Faculty will be invited to share whether they feel the ELITE Program is meeting its PLOs and if the existing PLOs remain relevant to the Cañada College Community.