

## **2015 Annual Assessment Report - Composition Program**

### **English 1A: Reading and Composition**

**SLO 2:** Read critically by summarizing, analyzing, synthesizing, and evaluating college-level texts.

**Assessment\*:** Students were asked to write a 7-10 page research paper.

#### **Rubric:**

0: Inadequate: Demonstrated no ability to summarize, analyze, synthesize, or evaluate college level texts.

1: Developing: Demonstrated minimal ability to summarize, analyze, synthesize, or evaluate college level texts.

2: Adequate: Demonstrated satisfactory ability to summarize, analyze, synthesize, or evaluate college level texts.

3: Accomplished: Demonstrated successful ability to summarize, analyze, synthesize, or evaluate college level texts.

4: Mastery: Demonstrated original and insightful ability to summarize, analyze, synthesize, or evaluate college level texts.

#### **Data\*:**

ENG 1A      SLO2      (5 of 190 sections)

Score	4	3	2	1	0
Percent (42 students)	2%	36%	43%	19%	0%

#### **Analysis and Interpretation:**

81% of students scored “Adequate” or above on this assessment, which we are very pleased with. Assignments such as annotated bibliographies helped students to understand and evaluate their sources.

#### **Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

#### **Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



We recommend revising the SLO, as we feel it includes too many actionable verbs. We recommend an SLO that is more focused. Because the SLO is a compound SLO, the rubric does not begin with an actionable verb, which makes it hard to assess.

We recommend revising the rubric to match the revised SLOs so that the descriptors are less vague. The assessment tool could be appropriate to some revised SLOs because a research paper requires students to combine all of the reading strategies addressed by the SLO. However an assessment such as an annotated bibliography may apply more specifically to certain SLOs.

A pedagogical change we could make is to allow more time in class to read articles and discuss and evaluate them as sources.

Our performance goals for future assessment cycles are:

1. Raise the percentage of students who can achieve “Accomplished” or above.
2. Raise the percentage of students who are able to evaluate sources adequately.

#### **Resource Needs:**

We recommend more opportunities for faculty collaboration and sharing in order to develop assessments that apply to individual SLOs more specifically. We also recommend a dedicated computer lab for the English department. Also, we recommend a laptop cart.

#### **English 1AH**

**SLO number and text: SLO #1: Write cogent, well-developed arguments that clearly articulate a thesis supported by textual evidence.**

**Assessment\*:** Research paper in which students were asked to research and take a position on a controversial issue raised by Thomas Friedman in his work *The World Is Flat*. A cogent, well-developed argument was the core of the paper.

#### **Rubric:**

- 0: Inadequate: No argument present.
- 1: Developing: Incomplete and/or poorly developed argument.
- 2: Adequate: Thesis is present, if marginally argumentative
- 3: Accomplished: Clear, competent thesis developed.
- 4: Mastery: Commanding, thought-provoking thesis developed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (25 students)	16%	40%	32 %	0%	12%

**Analysis and Interpretation:**

As the course assessed was an Honors course, the number of high level scores on this assignment was in line with expectations. The students performed at a high level in developing cogent arguments and chose more challenging topics from the start of the process. They benefited from the scaffolded nature of the assignment and all who submitted received an adequate score. The three who did not meet expectations did not turn in the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

This was the first time this particular SLO was assessed. In the future, Honors courses should be compared to the entire program to see how the entire 1A group can benefit from learning the skills of our Honors students.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The results were satisfactory as about 60% had the two highest levels for this SLO. Even if the entry level student was more advanced, methods applied to this Honors course can be transferred to all other courses to improve performance.

**Resource Needs:**

Development of a program in which Honors students act as mentors for other students could be considered. A computer lab for professors to use to help with research could be developed. More office hours for adjuncts could be added so they have more contact with struggling students.

**English 1AH**

**SLO number and text: SLO #5: Use effective strategies for pre-writing, composing, and revising of essays.**

**Assessment\*: Submission of an outline for the research paper, an outline which was then revised into the full paper the following week.**

**Rubric:**

- 0: Inadequate: No strategies utilized.
- 1: Developing: Incomplete and/or poorly utilized strategies for pre-writing and revision.
- 2: Adequate: Marginally effective strategies utilized.
- 3: Accomplished: Clear, competent strategies utilized.
- 4: Mastery: Commanding use of pre-writing and revising strategies.

**Data\*:**

Score	4	3	2	1	0
Percent (25 students)	36%	16%	24%	8%	16%

**Analysis and Interpretation:**

These results were among the strongest in 2014-15 for the four SLOs assessed: over half received the two highest scores. Obviously, expectations were conveyed clearly and students were able to meet them. The four who did not failed to submit the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

This was the first time this particular SLO was assessed. In the future, Honors courses should be compared to the entire program to see how the entire 1A group can benefit from learning the skills of our Honors students.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Continue using this assignment as it brought stronger results on a key 1A paper and led to less procrastination by students in the course.

### **Resource Needs:**

Development of a program in which Honors students act as mentors for other students could be considered. A computer lab for professors to use to help with research could be developed. More office hours for adjuncts could be added so they have more contact with struggling students.

### **English 1B: Reading and Composition with Literature**

**SLO #1:** Demonstrate knowledge of the elements of major literary genres, including the relationship of style, form and characters to meaning.

### **Assessment\*:**

Students were assessed on in-class essays that required them to analyze the literary techniques of either a poem or a short story.

### **Rubric:**

**0: Inadequate:** Demonstrated no understanding of the genre(s) by failing to identify or analyze any elements or relationships that contribute to meaning.

**1: Development:** Demonstrated minimal understanding of the genre(s) by identifying without discussing or analyzing elements or relationships that contribute to meaning.

**2: Adequate:** Demonstrated understanding of the genre(s) by discussing basic elements and relationships that contribute to meaning.

**3: Accomplished:** Demonstrated firm understanding of the genre(s) by successfully analyzing key elements and relationships that contribute to meaning.

**4: Mastery:** Demonstrated excellent understanding of the genre(s) by thoroughly analyzing sophisticated elements and relationships that contribute to meaning.

### **Data\*:**

Score	4	3	2	1	0
Percent (61 students)	38%	41%	15 %	6%	0%

### **Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The majority of students assessed scored a three or above. Adequate practice and feedback, combined with modeling and mixed media delivery, provided students with the skills necessary to demonstrate knowledge of the elements of either a short story or poem, and indicate an understanding of the relationship of style, form, and characters, to meaning.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

English 1B has a high success rate. However, it is recommended that instructors encourage students to use office hours, ask more questions in class, and spend significant time out of class practicing literary explication so as to be prepared for in-class essays. However, more class time per week would allow students to further appropriate the skills necessary to determine genre and other formal facets of literature. Thus, it is recommended that the unit value of English 1B increase from four to five units in order to provide students more time to develop their writing skills with the professorial support necessary for achieving all outcomes of the course.

**Resource Needs:**

More contact time with students.

**ENG 1B: Reading and Composition**

**SLO 2:** Recognize critical methodologies and how they contribute to interpretation.

**Assessment\*:** Students were asked to read multiple critical articles and then write a paper on a literary text that integrated the critical articles.

**Rubric:**

0: Inadequate: Demonstrated no ability to recognize critical methodologies or how they contribute to interpretation.

1: Developing: Demonstrated minimal ability to recognize critical methodologies or how they contribute to interpretation.

2: Adequate: Demonstrated basic ability to recognize critical methodologies or how they contribute to interpretation.

3: Accomplished: Demonstrated strong ability to recognize critical methodologies or how they contribute to interpretation.

4: Mastery: Demonstrated excellent ability to recognize critical methodologies or how they contribute to interpretation.

**Data\*:**

ENG 1B      SLO2      2 total      (4 of 77 sections)

Score	4	3	2	1	0
Percent (47 students)	34%	32%	21%	0%	13%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

87% of students scored “Adequate” or above on this assessment, which we are very pleased with. Performance is high because 1 section is an honors class, so students do more in-depth work. Assessments were also done at the end of the semester, so students had more time to develop their skills.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



We recommend revising the SLO to use a more actionable verb.

We recommend revising the rubric to use more actionable verbs.

The assessment tool is strong and does not need to be revised. It asks students to read critical articles and integrate them into their papers.

A pedagogical change we could make is to allow more time to discuss the critical methodologies before being asked to integrate them into their papers. Students could benefit from more introductory information about critical theories.

Our performance goals for future assessment cycles are:

1. Raise the percentage of students who can achieve “Accomplished” or above.
2. Raise the percentage of students who can summarize and analyze critical methodologies.

**Resource Needs:**

We recommend more opportunities for 1B students to use the writing center. We recommend workshops and training for 1B students that are focused on analyzing and interpreting literature. We could consider developing a tutoring program where students have passed 1B with a B or better could work with current students.

**Course number and title: (Example: English 1C: Critical Thinking and Argument)**

**SLO number and text:**

**SLO #1:** Write a research-based essay employing a variety of rhetorical modes and utilizing critical thinking strategies, which include constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**Assessment\*:**

In two different courses student were assessed on a research paper assignment. In another course, students were assessed on their first essay assignment, a five to six paged paper that required them to use at least four scholarly readings an include a counterargument and rebuttal.

**Rubric:**

**0: Inadequate:** Demonstrated no ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**1: Developing:** Demonstrated minimal ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**2: Adequate:** Demonstrated basic ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**3: Accomplished:** Demonstrated advanced ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**4: Mastery:** Demonstrated superior ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**Data\*:**

Score	4	3	2	1	0
Percent (87 students)	21%	39%	27 %	12%	1%

**Analysis and Interpretation:**

The compiled data from the SLO assessment reports indicate that comprehensive practice through small group support, class discussions, and debate, as well as short, preliminary writing assignments led to student success with research- based essays that employ a variety of rhetorical modes.

The students who performed subpar did not present clear arguments, counterarguments, or rebuttals as a result of entering into English 1C without the writing skills necessary for success in the course.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Increase the unit value of 1A, 1B, and 1C from four to five units in order to provide students more time to develop their writing skills with the professorial support necessary for achieving all outcomes of English 1C. Furthermore, providing further instruction on research methodologies and analysis of source material, as well as more immediate feedback on minor writing assignments leading up to major papers, is recommended for increased success rates.

**Resource Needs:**

More contact time with students.

**English 1C: Critical Thinking and Argument**

**SLO number and text:**

**SLO # 2:** Research and Evaluate primary and secondary sources, both paper and electronic, and correctly integrate these sources into written work.

**Assessment\*:**

Students were asked to discuss a controversial issue related to comics/the history of comics and/or to trace the development of a hero/villain in an argumentative/illustrative research paper. Students were assigned to locate at least eight distinct print and electronic sources, evaluate them, and integrate them into their papers.

**Rubric:**

**0: Inadequate:** No sources integrated or utilized.

**1: Development:** Sources incompletely integrated and utilized.

**2: Adequate:** Sources utilized acceptably, often marginally so.

**3: Accomplished:** Sources utilized competently and regularly.

**4: Mastery:** Sources utilized commandingly.

**Data\*:**

Score	4	3	2	1	0
Percent (28 students)	11%	46%	32 %	0%	11%

**Analysis and Interpretation:**

The results of this assessment confirmed that the subject/theme of heroes/villains worked well with the students. Eighty-nine percent of students selected sources and incorporated them into their written work at a level of adequate or better. This means that they were able to research, evaluate, and integrate sources into their written work. However, eleven percent of students were completely inadequate in achieving SLO #2.

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**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

It is recommended that instructors spend a brief amount of time reviewing research methods, evaluation techniques, and source integration; however, it is expected that these skills are initially taught and developed in lower level composition courses.

**Resource Needs:**

None.

**Course number and title: (English 1C: Critical Thinking and Argument); 3 out of 38 sections assessed.**

**SLO number and text:**

SLO #5: Interpret and appraise the cultural, social, and historical contexts of texts from a variety of disciplines.

**Assessment\*:** Students were assessed on research-based essays in two sections; one section assessed students' achievement of the outcome through quizzes of reading material.

**Rubric:**

**0: Inadequate:** Demonstrated no ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**1: Development:** Demonstrated minimal ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**2: Adequate:** Demonstrated basic ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**3: Accomplished:** Demonstrated advanced ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**4: Mastery:** Demonstrated superior ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**Data\*:**

Score	4	3	2	1	0
Percent (90 students)	41%	33%	9%	10%	7%

**Analysis and Interpretation:** 83% students scored Adequate or better because they were asked to form study groups to meet and discuss texts outside of class. However, students who did not meet outside of class tended to fall into the Developing or Inadequate category. Student achievement with SLO #5 also is due to extensive practice

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with analysis and evidence gathering. In addition, students benefitted from exposure to model paragraphs. When students scored Developing or Inadequate, they may not have been prepared for English 1C.

**Closing the Loop (Reflections on previous Recommendations):**

This course SLO #5 has not been assessed before fall 2014.

**Recommendations for Improvement:**

SLO #5 should be revised to clarify the outcome. In addition, students may benefit from supplemental instruction in the form of weekly workshops led by master students who succeeded in English 1C. Through these workshops, they can practice those interpretative skills on an individualized basis.

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**Resource Needs:** Stipends for master students to lead weekly workshops and for a full-time faculty member to oversee the program.

## **English 100 Reading and Writing Skills**

### **SLO number and text:**

1. Write coherent, developed, and clearly constructed thesis-driven in-class and out-of-class essays using a variety of rhetorical approaches;

### **Assessment\*:**

Students were asked to write a literary analysis of the *Madonnas of Echo Park* by responding to a book review claim. Faculty evaluated the students' thesis statements and support based on the rubric below.

Students wrote in-class essays on the film *Edward Scissorhands*. For this essay, they needed to cause and effect as they had to argue one reason why the main character is an outcast and 2 effects of the character being an outcast.

This assessment was based on Essay #3, in which the students watched a documentary called *The Garden* and then wrote a thesis-driven essay to analyze the documentary's rhetorical appeals and argue whether or not the core claim of the film was valid and which evidence was most convincing.

Students wrote 4-6 page essays that required them to use at least 5 readings. In these essays, students developed analytical literacy narratives, which incorporated both independent scholarly research and class readings.

Students wrote a research paper about an issue raised by Eric Schlosser in *Fast Food Nation*. In the process, they were asked to develop a thesis-driven essay with coherent use of examples and an article they found on the EBSCO Host database.

### **Rubric:**

- 0: Inadequate
- 1: Developing
- 2: Adequate
- 3: Accomplished
- 4. Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
150 students total	31	50	47	17	5
Percent	20.67%	33.33%	31.33%	11.33%	3.33%

**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 6 courses were assessed. 85.33% of the assessed students scored adequate or above, which meets the learning outcome goal.

This percentage shows that the scaffolding, journal, and formative assessments were effective, and thus we should continue to implement them.

However, 14.66% did not meet the outcome, which suggests that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Because 14.66% did not meet the outcome, suggesting that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome, individual student conferences or collaborative assignments could benefit those students.

**Resource Needs:**

Based on the data, we recommend faculty professional development for faculty assessment training.

**English 100 Reading and Writing Skills**

**SLO number and text:**

2. Use effective strategies for pre-writing, composing, and revising of essays, both in and out of class.

**Assessment\*:**

I assigned an essay on the book Outliers. I asked the students to write a 3-5 page essay in which they highlighted some of the major flaws Gladwell pointed out about how we as a society misdiagnose what makes a successful person successful. This was an out-of-class essay. I also wanted the students to elaborate on the prescriptions that Gladwell makes to enhance the opportunities all members of society have in order to achieve success. The essay was assigned at the 12-week point of the semester.

Students were given instructions and practiced in class and at home, preparing various types of pre-writing documents, outlines, and drafts. They had exercises in revising with examples and revised their own work in class for essays and at home for their research papers. Grades were assigned for 1 in-class essay revision prior to mid-term. Grades were assessed for a draft outline, draft introduction, and a full draft plus the revision of the research paper.

**Rubric:**

**Data\*:**

Score	4	3	2	1	0
Percent (68 students)	9 13.24%	20 29.41%	25 36.76%	7 10.29%	7 10.29%

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**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 4 courses were assessed. 79.41% of the assessed students scored adequate or above, which meets the learning outcome goal. This percentage shows that encouraging the idea that writing should be viewed a recursive process rather than as a final product has benefitted students. These percentages also indicate that SLOs 1 and 2 are working hand-in-hand.

However, 20.58% did not meet the outcome, which suggests that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Based on the 20.58% who did not meet the outcome, we recommend that faculty include more self-assessments and peer review to help lessen the fear associated with grading.

**Resource Needs: None**

**English 100**

**SLO number and text:**

6. Document sources (print, electronic, and other) in MLA format.

**Assessment\*:**

After reading “Unspeakable Conversations” in *Acting Out Culture*, I had the students find at least seven sources that documented the obstacles that people who are physically and/or cognitively impaired faced in their lives. I then had them create an MLA formatted works cited page. In the subsequent essay that they wrote on the topics brought up in the aforementioned essay, I had them incorporate at least four of those sources into their 3-5 out-of-class essays.

Assessment was made after instruction and practice in class with multiple types of source citation. Correct citation methods and examples from their text were discussed. Students were given written instructions for appropriate sources, including required sources and had opportunities to have their works cited lists evaluated prior to final submission. Final assessment was made on the basis of the completed research paper.

**Rubric:**

- 0: Inadequate
- 1: Developing
- 2: Adequate
- 3: Accomplished
- 4. Mastery

**Data\*:**

68 students total

Score	4	3	2	1	0
Percent (68 students)	7 10.29%	26 38.23%	19 27.94%	6 8.82%	10 14.71%

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**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 3 courses were assessed. 76.46 of the assessed students scored adequate or above, which meets the learning outcome goal. However, 8.82% did not meet the outcome, which suggests that faculty need to create and implement formative assessments to check for understanding prior to summative assessment. Faculty member of 1 section noted that 6 students did not turn in the assessment, which skewed the lower end of the data.

The following represents the individual faculty members' analysis and interpretation of the data:

On their Works Cited pages, 90% of the students scored adequate or above. This result indicates that instruction on MLA documentation was effective.

Of the fourteen students who submitted a completed research paper, 64% were able to provide adequate and better citations in proper MLA format. Unfortunately, 36% were unable to follow instructions or examples.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

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The number of assessed courses suggests the English Division needs to develop a system for higher percentage rate of compliance with SLO assessment so that data is more representative.

Because the lower end of the data represents assessment not turned in, faculty might collaborate on strategies to support student college skills such as time management and submitting assignments on a timely fashion.

**Resource Needs:**

Based on the data, we recommend

Encouraging student attending library citation workshop

Faculty professional development for faculty assessment training

**ENG 400: English Essentials**

**SLO 1:** Compose short in and out of class essay that develop and support a thesis.

**Assessment\*:** Students were asked to write a 4 paragraph essay responding to Herman Cain's statement, "If you're not rich, blame yourself." Students were asked to discuss whether they agree or disagree with the statement and explain why. I evaluated the essay based on the rubric below.

**Rubric:**

0: Inadequate: Student was unable to write an essay-length response that included, developed, or supported a thesis.

1: Developing: Student produced a somewhat coherent single paragraph length response or disjointed series of short paragraphs that did not support a main idea or thesis.

2: Adequate: Student produced a short essay that minimally developed and supported a thesis.

3: Accomplished: Student produced a successful short essay and included a clear thesis supported in sufficient detail.

4: Mastery: Student produced an excellent short essay that fully supported an insightful thesis.

**Data\*:**

Score	4	3	2	1	0
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Percent (19 students)	26%	32%	37% %	5%	0%
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**Analysis and Interpretation:**

This class did well on achieving SLO#1, with 95% of the class scoring “adequate” or above. Because the assignment provided so much direction and paragraphs were peer reviewed in class, the students were amply prepared to meet this SLO.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The SLO is solid and does not need to be revised. The rubric applies directly to the SLO by determining how students craft the thesis, as well as how the paragraphs support it. Although these results are fantastic, we wonder if there is too much “hand holding” and if the assignment may be too directive. In future semesters we will experiment with giving students more freedom to construct their thesis statements in their essays.

Our performance goals for future assessment goals are:

1. Provide more independence in writing the thesis statement.
2. Assist students in developing more complex thesis statements.

**Resource Needs:**

We recommend more writing workshops based on specific writing strategies, such as the thesis statement. This could be a joint effort between the English department and Writing Center.

**ENG 400: English Essentials**

**SLO 2:** Demonstrate grasp of basic grammar, punctuation, spelling, and capitalization by writing complete and grammatical sentences.

**Assessment\*:** Students were asked to write a 4 paragraph essay responding to Herman Cain’s statement, “If you’re not rich, blame yourself.” Students were asked to discuss whether they agree or disagree with the statement and explain why. I evaluated the essay based on the rubric below.

**Rubric:**

0: Inadequate: Sentences were incomplete, ungrammatical, and full of mechanical errors.

1: Developing: Many sentences were incomplete, ungrammatical, or full of mechanical errors.

2: Adequate: Most sentences were complete and grammatical, but a few contained errors in grammar and mechanics.

3: Accomplished: Nearly all sentences were complete and grammatical, but one or two contained errors in grammar and mechanics.

4: Mastery: Sentences were complete and grammatical, with the exception of one or two minor errors in grammar or mechanics.

**Data\*:**

Score	4	3	2	1	0
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Percent (15 students)	7%	33%	27%	33%	0%
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**Analysis and Interpretation:**

The class performed moderately well toward achieving SLO#2, with 67% of the class scoring “Adequate” or better. Though students peer reviewed each paragraph in class and there were editing workshops, 33% still had trouble with grammar.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The SLO is solid and does not need to be revised. The rubric applies directly to the SLO by addressing specific elements of grammar. However, the wording on “Adequate” and “Accomplished” could be revised to explain the difference between “contained errors” and “minor errors.” We also recommend rewording “Developing” and “Adequate” so that the difference between them is narrower, as it seems like a big jump in skills.

The grammar objectives are probably the most difficult to achieve in one semester for English 400 students. In future semesters we will research innovative ways to teach grammar quickly and effectively. We spend a lot of time on grammar in ENG 400, so it is disappointing that some students failed to achieve this SLO. For pedagogical changes, we can give students more examples of grammar errors in context that the class can analyze.

Our performance goals for future assessment goals are:

1. Increase the percentage of students who achieve above “Adequate.”
2. For students to transition between grammar exercises and grammar in writing more smoothly.

**Resource Needs:**

We recommend more writing workshops based on specific elements of grammar, such as dependent and independent clauses. This could be a joint effort between the English department and Writing Center.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 23A INTAGLIO/RELIEF PRINTMAKING**

Stanley Baden

Fall 2014

**SLO number and text:**

1. Utilize the particular properties of the Intaglio/Relief medium in the conception and execution of original works of art.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent (23 students)	8.69% 2	82.6% 19	8.69 % 2	0%	0%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students that readily have success generally have already taken some art classes at PCC or another institution. Students new to the Printmaking processes usually gain confidence and expertise around mid-term.

**Closing the Loop (Reflections on previous Recommendations):**

A Foundation Printmaking survey course is in process of approval. That class would give students a better idea of the possibilities of concepts and execution strategies.

**Recommendations for Improvement:**

More supervised open lab times and teaching assistants so students new to Printmaking show signs of success sooner. Restore the funding for class supplies.

**Resource Needs:**

Replace aging equipment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

# Faculty SLO by Course

BUS

Date: 10/17/2015

Set of SLOs: CSLOs

SLO: SLO 2- Identify and explain the rights and duties within employment relationships and agency relationships.

**Course: BUS012B - BUSINESS LAW**

**Section: 32790**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
BUS 12B SLO #2 - BUS 12B SLO #2	6	11.76%	2	3.92%	0	0.00%	0	0.00%	0	0.00%	43	84.31%
<b>Total</b>	<b>6</b>	<b>11.76%</b>	<b>2</b>	<b>3.92%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>43</b>	<b>84.31%</b>

Total	
51	100.00%
<b>51</b>	<b>100.00%</b>

# Faculty SLO by Course

BUS

Date: 10/17/2015

Set of SLOs: CSLOs

SLO: SLO 2- Identify and explain the rights and duties within employment relationships and agency relationships.

**Course: BUS012B - BUSINESS LAW**

**Section: 32790**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
BUS 12B SLO #2 - BUS 12B SLO #2	6	11.76%	2	3.92%	0	0.00%	0	0.00%	0	0.00%	43	84.31%
<b>Total</b>	<b>6</b>	<b>11.76%</b>	<b>2</b>	<b>3.92%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>43</b>	<b>84.31%</b>

Total	
51	100.00%
<b>51</b>	<b>100.00%</b>

## Paralegal Studies & Business Law 2015 Annual Assessment Report

**Course name and number:** Bus 12A – Business Law is a transfer level course for Business and Accounting majors. It is required for the A.S. – T in Business Administration and also, for the Paralegal Studies Certificate. Students are introduced to legal analysis through the study of various topics, including the development and function of the common law, the court systems and procedures, constitutional law, torts, intellectual property, criminal law, contracts, and UCC and sale of goods. The course is offered each semester. There are multiple sections taught by several full-time and part-time faculty members. In assessing Bus 12A full-time faculty reviewed the data supplied through eLumen for the academic year 2014 -2015.

**SLO number and text:** **SLO #2:** Upon successful completion the student will be able to prepare a small claims action with regards to a breach of contract.

**Assessment:** Students prepare a small claims complaint based on a hypothetical breach of contract dispute.

### Rubric:

4 – Mastery	3 - Accomplished	2 -- Adequate	1 - Developing	0 – Inadequate/ Not applicable
Students make no more than two minor errors or omissions in their small claims complaint	Students make no more than four minor errors or omissions in their small claims complaint.	Students make no more than one major error or omission in their small claims complaint.	Students make more than one major error or omissions in their small claims complaint.	Students do not submit an assignment.

### Data:

Fall 2014

Score	4	3	2	1	0
Percent (224 students)	62.5% (140)	18.3% (41)	7.14% (16)	0.45% (1)	11.6 % (26)

Spring 2015 "

Score	4	3	2	1	0
Percent (183 students)	55.19% (101)	22.4% (41)	4.37% (8)	3.83% (7)	14.51% (26)

**Analysis of Results:**

In the Fall 2014 semester, almost 88%, and in the Spring 2014 semester, over 81% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. A small percentage of students were assessed at the Developing level – less than 1% in Fall 2014 and 3.83% in Spring 2015. However, 11.6% of students in Fall 2014 and 14.51% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. The assessment for SLO #2 is done in the last weeks of the semester. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

In a face-to-face class, students who may have missed class or have questions about the small claims complaint are able to ask questions in person after class or during office hours.

**Recommendations for Improvement**

Results of the assessment of SLO #2 are good. It has helped to use a Smart Classroom with reliable Internet access. For this assessment, an instructor may review the small claims complaint with the students by displaying a copy of the complaint on the screen and going over it with the students. Some students may not have remembered to bring a copy of the complaint to class and do not have a laptop with them, and it is a little more difficult to follow. Though most students are able to demonstrate the preparation of the small claims complaint, it might help to make a video of the completion of this assignment for posting online for students who may have missed class or want to review the preparation of the complaint.

**Resource Needs:**

1. Continuing classroom access to the Internet (WiFi).

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**Course name and number:** **Bus 12B – Business Law** is a transfer level course for Business and Accounting majors and also, an elective course for the Paralegal Studies Certificate. Students learn about business organizations, agency, negotiable instruments, bailments, and real and personal property. The course is taught once a year. There is one section. In assessing Bus 12B full-time faculty took the data supplied through eLumen for the academic year 2014 -2015.

**SLO number and text:** **SLO #2:** Identify and explain the rights and duties within employment relationships and agency relationships.

**Assessment:** Worksheets/Quizzes from online curriculum/workbook containing various types of questions, including true/false, matching, fill-in-the-blank, and multiple choice.



**Rubric: )**

<b>4 – Mastery</b>	<b>3 – Accomplished</b>	<b>2 -- Adequate</b>	<b>1 – Developing</b>	<b>0 – Inadequate/Not applicable</b>
Avg. Score of 91% - 100% indicating an excellent level of understanding and application of legal concepts	Avg. Score of 81% to 90% indicating a good level of understanding and application of legal concepts	Avg. Score of 71% to 80% indicating a satisfactory level of understanding and application of legal concepts	Avg. Score of 51% - 70% indicating a basic level of understanding and application of legal concepts	Avg. Score below 51% indicating a low level of understanding and application of legal concepts

**Data:**

Spring 2015

Score	4	3	2	1	0
Percent (51 students)	84.31% (43)	0% (0)	0% (0)	0% (0)	15.68% (8)

**Analysis of Results:**

In the Spring 2015 semester, over 84% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. However, 15.68% of students in Spring 2015 semester were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:**

Results of the assessment of SLO #2 are good. However, the number of students who were scored Inadequate or Not applicable (8) can be reduced. Some of these students completed the semester and with some encouragement from the instructor, could have completed the assessment.

**Resource Needs:**

1. Continuing classroom access to the Internet.

**Course name and number:** Plgl 134 – Introduction to Paralegal Studies is one of the most important courses in our program. Students are taught basic principles and concepts and are introduced to skills that will help them be successful throughout the Paralegal Studies Program and in the work place. In assessing Plgl 134, full-time faculty took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** **SLO #1:** The student will be capable of preparing a Summons and Complaint.

**Assessment:** Students draft a Summons and Complaint. In addition, they are also tested on the underlying knowledge of components of a Summons and Complaint and the law and skills necessary to file these documents on the Final Exam.

**Rubric:**

4 – Mastery	3 - Accomplished	2 -- Adequate	1 - Developing	0 – Inadequate/Not applicable
Students prepare a Summons and Complaint with no more than three minor errors that do not generally affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than three minor errors or one major error that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than one major error that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than two major errors that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than three major errors that will affect the document's meaning or purpose or do not submit an assignment

**Data:**

Spring 2014

Score	4	3	2	1	0
Percent (19 students)	47.37% (9)	5.26% (3)	10.53% (2)	5.26% (1)	21.05% (4)

Fall 2014 "

Score	4	3	2	1	0
Percent (23 students)	69.57% (16)	4.35% (3)	0% (0)	4.35% (1)	13.04% (3)

Spring 2015 "

Score	4	3	2	1	0
Percent (20 students)	55.00% (11)	5.00% (1)	5.00% (1)	0% (0)	35% (7)

**Analysis of Results:**

In the Spring 2014 semester, over 73% of the students, in the Fall 2014 semester, over 95.5% of the students, and in the Spring 2015, 65% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #1. A small percentage of students were assessed at the Developing level – less than 5.3% in Spring 2014, 4.35% in Fall 2014, and 0% in Spring 2015. However, 21.6% of students in Spring 2014, 13.04% of the students in the Fall 2014 and 35% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:** It is recommended that additional resources be made available for tutoring services in the Learning Assistance Center.

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**Course name and number:** **Plgl 135A – Wills, Trusts, and Probate Administration** is a required course for the Paralegal Studies Certificate. Students are taught basic principles and concepts in estate planning and are introduced to drafting estate planning documents and completing Judicial Council forms used for probate administration, conservatorships, and guardianships in the Probate Court. In assessing Plgl 135A, full-time faculty took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** **SLO #2:** The student will be able to prepare and handle common estate planning documents, including wills, trusts, powers of attorney, and advance health care directives.

**Assessment:** Students draft a will for a fictitious client.

**Rubric: )**

<b>4 – Mastery</b>	<b>3 – Accomplished</b>	<b>2 -- Adequate</b>	<b>1 – Developing</b>	<b>0 – Inadequate/ Not applicable</b>
Students prepare a will with no more than 2 minor mistakes.	Students prepare a will with no more than 1 major mistake.	Students prepare a will with no more than 1 major and 2 minor mistakes.	Students prepare a will with more than 1 major and 2 minor mistakes.	Students prepare a will with more than 2 or more major and 3 or more minor mistakes.

**Data:**

Fall 2014

Score	4	3	2	1	0
Percent (66 students)	77.27% (51)	7.58% (5)	0% (0)	0% (0)	15.15% (10)

Spring 2015 "

Score	4	3	2	1	0
Percent (60 students)	68.33% (41)	20.00% (12)	0% (0)	0% (0)	11.66% (7)

**Analysis of Results:**

In the Fall 2014 semester, over 92% of the students, and in the Spring 2015 semester, over 88% of the students, were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. However, 15.15% of students in Fall 2014 and 11.66% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have dropped the class but remained on the roster.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:** It is recommended that additional resources be made available for tutoring services in the Learning Assistance Center.

**Course name and number:** Plgl. 137 – Legal Writing and Drafting is one of our capstone courses students are taught to prepare important legal documents in litigated cases. The skills taught in this class will insure students are prepared in the workplace. In assessing Plgl 137, the program director took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** SLO #3: The student will be competent to prepare a legal brief.

**Assessment:** Students drafted a legal brief.

**Rubric:**

4 – Exemplary	3 – Accomplished Performance	2 – Adequate Performance	1 – Minimum Performance	0 – Inadequate/ Not applicable
Students prepare a legal brief with no more than three minor errors that do not generally affect the document's meaning or purpose.	Students prepare a legal brief with no more than four minor errors that do not generally affect the document's meaning or purpose.	Students prepare a legal brief with more than one major error that will affect the document's meaning or purpose.	Students prepare a legal brief with more than two major errors that will affect the document's meaning or purpose.	Students prepare a legal brief with more than three major errors that will affect the document's meaning or purpose or do not submit an assignment

**Data:**

Spring 2014

Score	4	3	2	1	0
Percent (39 students)	58.97% (23)	25.64% (10)	15.38% (6)	0% (0)	0% (0)

Fall 2014 "

Score	4	3	2	1	0
Percent (21 students)	57.14% (12)	14.29% (3)	19.05% (4)	0% (0)	9.52% (2)

**Analysis of Results:**

In the Spring 2014 semester, almost 100%, and in the Fall 2014 semester, over 90% of the students were assessed at the Exemplary, Accomplished or Adequate levels for SLO #3. Just over 9% of Fall 2014 students were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

With the addition of more technology in the classroom, it has become easier to show students how to complete Judicial Council Forms and to view drafts of interrogatories. The next step will be to use laptops, or classroom iPads, and phones to draft documents, including those to assess SLO #1 and SLO #3, and submit them during class for review by the class. The interaction between students and between students and instructor should produce an improved work product and a more interactive classroom.

It would be helpful to have a tutor or classroom assistant while students work on the documents referred to above. The tutor or classroom assistant could provide some one-on-one assistance.

**Resource Needs:**

1. "Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. "Continuing access to Lexis (legal database) for California case law and statutes in the classrooms.

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**Course name and number:** Plgl. 138 – Paralegal Study Field Practice is our capstone course where students must competently work in the legal field as an assistant performing paralegal duties. In assessing Plgl. 138, the program director took data supplied through eLumen or the academic year of 2014-2015.

**SLO number and text:** SLO #1: The student will be able to work as an assistant, performing paralegal duties in a law firm, governmental agency, or corporate entity.

**Assessment:** Students were required to work in the legal field with a minimum of 360 hours.

**Rubric: (**

<b>4 – Mastery</b>	<b>3- Accomplished</b>	<b>2 – Standard Performance</b>	<b>1 – Minimum Performance</b>	<b>0 – Inadequate/Not applicable</b>
Students completed all required hours, and were scored at the highest level from the employer. Students were evaluated with the three learning objectives established with the employer	Students substantially performed their hours by completing at least 320 hours – and were evaluated at least at 4 out of 5 evaluation of the employers objectives.	Students fulfilled a at least 300 hours and performed their duties established by their employer to receive a satisfactory scoring..	Students found a position and worked some hours and completed the evaluation with substantial problems.	Students did not find a position or were removed during the semester from their employment. The student did not satisfy the requirements for the course.

**Data:**

Fall 2014

Score	4	3	2	1	0
Percent (50 students)	80.00% (40)	2.00% (1)	0% (0)	0% (0)	18.00% (9)

Spring 2015 "

Score	4	3	2	1	0
Percent (43 students)	67.44% (29)	6.98% (3)	0% (0)	9.30% (4)	16.28% (7)

**Analysis of Results:**

Ninety three students were assessed during the Fall 2014 and Spring 2015 terms. Sixty nine of those students, 74%, mastered the SLO. The students in that category obtained a position in the field, performed paralegal tasks, and were successfully evaluated by their employer.

Four students, 4.3%, accomplished the SLO by successfully obtaining a position and completed paralegal tasks with few errors. Four students, 4.3%, found a position and worked some hours and completed the evaluation with substantial problems.

Sixteen students, 17%, received incomplete in the course. Students have a difficult time completing 360 hours if they are currently full time employed in a different field. The

students who are highly motivated and dedicated will make up their incomplete grades within the year allocated by the school.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

Legal 138 is extremely important in the last phase of a student's education. This class acts a transition from education to employment. In order to be a successful paralegal students must learn the skills on the job.

**Resource Needs:**

1. #Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. #Continuing access to Lexus (legal database) for California case law and statutes in the classrooms.
3. #A student aid would be helpful dedicated to researching the field for potential job opportunities and sharing that with students.
4. #Uniting services of the career placement office to help with job placement and internship opportunities

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**Course name and number:** Plgl. 139 – Tort Law and Claims Investigation is an introductory course in our Paralegal Program. Students are taught basic tort elements and defenses, and are also introduced to legal documents in the tort field. In assessing Plgl 139, the program director took the data supplied through eLumen for 2014-2015.

**SLO number and text:** SLO #4: The student will be able to prepare a summons and complaint involving negligence.

**Assessment:** Students were assessed through a final exam containing critical thinking questions, as well as objective questions testing their knowledge on intentional torts, unintentional torts, and strict liability.



**Rubric: (**

<b>4 – Mastery</b>	<b>3- Accomplished</b>	<b>2 – Standard Performance</b>	<b>1 – Minimum Performance</b>	<b>0 – Inadequate/Not applicable</b>
Students who completed their final exams with 90% or better. Students were able to identify the torts and their elements, along with defenses without errors, or minimal errors.	Students completed their final exam with a grade of 80% to 90%. Students understood the topics and were able to identify the elements of tort law however had not mastered their skills.	Students understood the topics however did not have complete solidified understanding. Student received a 70-80% on their final exam.	Students understood the topic, however received a 65%-70% on their final. The Program director would recommend repeating the course for a better understanding.	Students did not understand the material, and is not fit to work in the field. The student must retake the course. In the alternative, the student did not take the class but did not formally remove him or herself from the roster.

**Data:**

## Spring 2014

Score	4	3	2	1	0
Percent (33 students)	51.52% (17)	24.24% (8)	21.21% (7)	0% (0)	3.03% (1)

## Fall 2014 "

Score	4	3	2	1	0
Percent (29 students)	51.72% (15)	2.00% (7)	0% (3)	0% (0)	13.79% (4)

## Spring 2015 "

Score	4	3	2	1	0
Percent (35 students)	57.14% (20)	34.29% (12)	2.86% (1)	0% (0)	5.71% (2)

**Analysis of Results:**

One-hundred students were assessed during the Spring 2014, Fall 2014, and Spring 2015 terms. Fifty-two of those students, 52%, mastered their skill of preparing a summons and complaint involving negligence. Twenty-seven students, 27%, accomplished the SLO. This totals 79% students that received a 3-4 rating. As an instructor in the field, this success rate

exemplifies the education that students are receiving in the classroom. Eleven students, 11%, understood the topics however did not have complete solidified understanding. Seven students, 7%, were inadequate, which will require the student to repeat the course in order to be successful in the program. Many of the students who were assessed as Inadequate/ Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

With the addition of more technology in the classroom, it has become easier to show students how to complete Judicial Council Forms and to view litigated documents. The next step will be to use laptops, or classroom iPads, and phones to draft documents, including those to assess SLO #1 and SLO #3, and submit them during class for review by the class. The interaction between students and between students and instructor should produce an improved work product and a more interactive classroom.

It would be helpful to have a fulltime tutor or fulltime classroom assistant while students work on the documents referred to above. The tutor or classroom assistant could provide some one-on-one assistance.

Concerns: The Wi-Fi in the classroom, sometimes, is overloaded, and slow and unreliable.

**Resource Needs:**

1. #Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. #Continuing access to Lexis (legal database) for California case law and statutes in the classrooms.
3. #Re-implement budget to update printed resources in the library.

## Paralegal Studies & Business Law 2015 Annual Assessment Report

**Course name and number:** Bus 12A – Business Law is a transfer level course for Business and Accounting majors. It is required for the A.S. – T in Business Administration and also, for the Paralegal Studies Certificate. Students are introduced to legal analysis through the study of various topics, including the development and function of the common law, the court systems and procedures, constitutional law, torts, intellectual property, criminal law, contracts, and UCC and sale of goods. The course is offered each semester. There are multiple sections taught by several full-time and part-time faculty members. In assessing Bus 12A full-time faculty reviewed the data supplied through eLumen for the academic year 2014 -2015.

**SLO number and text:** **SLO #2:** Upon successful completion the student will be able to prepare a small claims action with regards to a breach of contract.

**Assessment:** Students prepare a small claims complaint based on a hypothetical breach of contract dispute.

### Rubric:

4 – Mastery	3 - Accomplished	2 -- Adequate	1 - Developing	0 – Inadequate/ Not applicable
Students make no more than two minor errors or omissions in their small claims complaint	Students make no more than four minor errors or omissions in their small claims complaint.	Students make no more than one major error or omission in their small claims complaint.	Students make more than one major error or omissions in their small claims complaint.	Students do not submit an assignment.

### Data:

Fall 2014

Score	4	3	2	1	0
Percent (224 students)	62.5% (140)	18.3% (41)	7.14% (16)	0.45% (1)	11.6 % (26)

Spring 2015 "

Score	4	3	2	1	0
Percent (183 students)	55.19% (101)	22.4% (41)	4.37% (8)	3.83% (7)	14.51% (26)

**Analysis of Results:**

In the Fall 2014 semester, almost 88%, and in the Spring 2014 semester, over 81% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. A small percentage of students were assessed at the Developing level – less than 1% in Fall 2014 and 3.83% in Spring 2015. However, 11.6% of students in Fall 2014 and 14.51% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. The assessment for SLO #2 is done in the last weeks of the semester. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

In a face-to-face class, students who may have missed class or have questions about the small claims complaint are able to ask questions in person after class or during office hours.

**Recommendations for Improvement**

Results of the assessment of SLO #2 are good. It has helped to use a Smart Classroom with reliable Internet access. For this assessment, an instructor may review the small claims complaint with the students by displaying a copy of the complaint on the screen and going over it with the students. Some students may not have remembered to bring a copy of the complaint to class and do not have a laptop with them, and it is a little more difficult to follow. Though most students are able to demonstrate the preparation of the small claims complaint, it might help to make a video of the completion of this assignment for posting online for students who may have missed class or want to review the preparation of the complaint.

**Resource Needs:**

1. Continuing classroom access to the Internet (WiFi).

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**Course name and number:** **Bus 12B – Business Law** is a transfer level course for Business and Accounting majors and also, an elective course for the Paralegal Studies Certificate. Students learn about business organizations, agency, negotiable instruments, bailments, and real and personal property. The course is taught once a year. There is one section. In assessing Bus 12B full-time faculty took the data supplied through eLumen for the academic year 2014 -2015.

**SLO number and text:** **SLO #2:** Identify and explain the rights and duties within employment relationships and agency relationships.

**Assessment:** Worksheets/Quizzes from online curriculum/workbook containing various types of questions, including true/false, matching, fill-in-the-blank, and multiple choice.

**Rubric: )**

<b>4 – Mastery</b>	<b>3 – Accomplished</b>	<b>2 -- Adequate</b>	<b>1 – Developing</b>	<b>0 – Inadequate/Not applicable</b>
Avg. Score of 91% - 100% indicating an excellent level of understanding and application of legal concepts	Avg. Score of 81% to 90% indicating a good level of understanding and application of legal concepts	Avg. Score of 71% to 80% indicating a satisfactory level of understanding and application of legal concepts	Avg. Score of 51% - 70% indicating a basic level of understanding and application of legal concepts	Avg. Score below 51% indicating a low level of understanding and application of legal concepts

**Data:**

Spring 2015

Score	4	3	2	1	0
Percent (51 students)	84.31% (43)	0% (0)	0% (0)	0% (0)	15.68% (8)

**Analysis of Results:**

In the Spring 2015 semester, over 84% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. However, 15.68% of students in Spring 2015 semester were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:**

Results of the assessment of SLO #2 are good. However, the number of students who were scored Inadequate or Not applicable (8) can be reduced. Some of these students completed the semester and with some encouragement from the instructor, could have completed the assessment.

**Resource Needs:**

1. Continuing classroom access to the Internet.

**Course name and number:** Plgl 134 – Introduction to Paralegal Studies is one of the most important courses in our program. Students are taught basic principles and concepts and are introduced to skills that will help them be successful throughout the Paralegal Studies Program and in the work place. In assessing Plgl 134, full-time faculty took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** **SLO #1:** The student will be capable of preparing a Summons and Complaint.

**Assessment:** Students draft a Summons and Complaint. In addition, they are also tested on the underlying knowledge of components of a Summons and Complaint and the law and skills necessary to file these documents on the Final Exam.

**Rubric:**

<b>4 – Mastery</b>	<b>3 - Accomplished</b>	<b>2 -- Adequate</b>	<b>1 - Developing</b>	<b>0 – Inadequate/Not applicable</b>
Students prepare a Summons and Complaint with no more than three minor errors that do not generally affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than three minor errors or one major error that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than one major error that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than two major errors that will affect the document's meaning or purpose.	Students prepare a Summons and Complaint with more than three major errors that will affect the document's meaning or purpose or do not submit an assignment

**Data:**

Spring 2014

Score	4	3	2	1	0
Percent (19 students)	47.37% (9)	5.26% (3)	10.53% (2)	5.26% (1)	21.05% (4)

Fall 2014 "

Score	4	3	2	1	0
Percent (23 students)	69.57% (16)	4.35% (3)	0% (0)	4.35% (1)	13.04% (3)

Spring 2015 "

Score	4	3	2	1	0
Percent (20 students)	55.00% (11)	5.00% (1)	5.00% (1)	0% (0)	35% (7)

**Analysis of Results:**

In the Spring 2014 semester, over 73% of the students, in the Fall 2014 semester, over 95.5% of the students, and in the Spring 2015, 65% of the students were assessed at the Mastery, Accomplished or Adequate levels for SLO #1. A small percentage of students were assessed at the Developing level – less than 5.3% in Spring 2014, 4.35% in Fall 2014, and 0% in Spring 2015. However, 21.6% of students in Spring 2014, 13.04% of the students in the Fall 2014 and 35% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:** It is recommended that additional resources be made available for tutoring services in the Learning Assistance Center.

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**Course name and number:** **Plgl 135A – Wills, Trusts, and Probate Administration** is a required course for the Paralegal Studies Certificate. Students are taught basic principles and concepts in estate planning and are introduced to drafting estate planning documents and completing Judicial Council forms used for probate administration, conservatorships, and guardianships in the Probate Court. In assessing Plgl 135A, full-time faculty took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** **SLO #2:** The student will be able to prepare and handle common estate planning documents, including wills, trusts, powers of attorney, and advance health care directives.

**Assessment:** Students draft a will for a fictitious client.

**Rubric: )**

<b>4 – Mastery</b>	<b>3 – Accomplished</b>	<b>2 -- Adequate</b>	<b>1 – Developing</b>	<b>0 – Inadequate/ Not applicable</b>
Students prepare a will with no more than 2 minor mistakes.	Students prepare a will with no more than 1 major mistake.	Students prepare a will with no more than 1 major and 2 minor mistakes.	Students prepare a will with more than 1 major and 2 minor mistakes.	Students prepare a will with more than 2 or more major and 3 or more minor mistakes.

**Data:**

Fall 2014

Score	4	3	2	1	0
Percent (66 students)	77.27% (51)	7.58% (5)	0% (0)	0% (0)	15.15% (10)

Spring 2015 "

Score	4	3	2	1	0
Percent (60 students)	68.33% (41)	20.00% (12)	0% (0)	0% (0)	11.66% (7)

**Analysis of Results:**

In the Fall 2014 semester, over 92% of the students, and in the Spring 2015 semester, over 88% of the students, were assessed at the Mastery, Accomplished or Adequate levels for SLO #2. However, 15.15% of students in Fall 2014 and 11.66% of students in Spring 2015 were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have dropped the class but remained on the roster.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:** It is recommended that additional resources be made available for tutoring services in the Learning Assistance Center.



**Course name and number:** Plgl. 137 – Legal Writing and Drafting is one of our capstone courses students are taught to prepare important legal documents in litigated cases. The skills taught in this class will insure students are prepared in the workplace. In assessing Plgl 137, the program director took the data supplied through eLumen for the academic year 2014-2015.

**SLO number and text:** SLO #3: The student will be competent to prepare a legal brief.

**Assessment:** Students drafted a legal brief.

**Rubric:**

4 – Exemplary	3 – Accomplished Performance	2 – Adequate Performance	1 – Minimum Performance	0 – Inadequate/ Not applicable
Students prepare a legal brief with no more than three minor errors that do not generally affect the document's meaning or purpose.	Students prepare a legal brief with no more than four minor errors that do not generally affect the document's meaning or purpose.	Students prepare a legal brief with more than one major error that will affect the document's meaning or purpose.	Students prepare a legal brief with more than two major errors that will affect the document's meaning or purpose.	Students prepare a legal brief with more than three major errors that will affect the document's meaning or purpose or do not submit an assignment

**Data:**

Spring 2014

Score	4	3	2	1	0
Percent (39 students)	58.97% (23)	25.64% (10)	15.38% (6)	0% (0)	0% (0)

Fall 2014 "

Score	4	3	2	1	0
Percent (21 students)	57.14% (12)	14.29% (3)	19.05% (4)	0% (0)	9.52% (2)

**Analysis of Results:**

In the Spring 2014 semester, almost 100%, and in the Fall 2014 semester, over 90% of the students were assessed at the Exemplary, Accomplished or Adequate levels for SLO #3. Just over 9% of Fall 2014 students were assessed at the Inadequate/Not applicable level. Many of the students who were assessed as Inadequate/Not Applicable level may have stopped participating or dropped the class but remained on the roster.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

With the addition of more technology in the classroom, it has become easier to show students how to complete Judicial Council Forms and to view drafts of interrogatories. The next step will be to use laptops, or classroom iPads, and phones to draft documents, including those to assess SLO #1 and SLO #3, and submit them during class for review by the class. The interaction between students and between students and instructor should produce an improved work product and a more interactive classroom.

It would be helpful to have a tutor or classroom assistant while students work on the documents referred to above. The tutor or classroom assistant could provide some one-on-one assistance.

**Resource Needs:**

1. "Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. "Continuing access to Lexis (legal database) for California case law and statutes in the classrooms.

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**Course name and number:** Plgl. 138 – Paralegal Study Field Practice is our capstone course where students must competently work in the legal field as an assistant performing paralegal duties. In assessing Plgl. 138, the program director took data supplied through eLumen or the academic year of 2014-2015.

**SLO number and text:** SLO #1: The student will be able to work as an assistant, performing paralegal duties in a law firm, governmental agency, or corporate entity.

**Assessment:** Students were required to work in the legal field with a minimum of 360 hours.

**Rubric: (**

<b>4 – Mastery</b>	<b>3- Accomplished</b>	<b>2 – Standard Performance</b>	<b>1 – Minimum Performance</b>	<b>0 – Inadequate/Not applicable</b>
Students completed all required hours, and were scored at the highest level from the employer. Students were evaluated with the three learning objectives established with the employer	Students substantially performed their hours by completing at least 320 hours – and were evaluated at least at 4 out of 5 evaluation of the employers objectives.	Students fulfilled a at least 300 hours and performed their duties established by their employer to receive a satisfactory scoring..	Students found a position and worked some hours and completed the evaluation with substantial problems.	Students did not find a position or were removed during the semester from their employment. The student did not satisfy the requirements for the course.

**Data:**

Fall 2014

Score	4	3	2	1	0
Percent (50 students)	80.00% (40)	2.00% (1)	0% (0)	0% (0)	18.00% (9)

Spring 2015 "

Score	4	3	2	1	0
Percent (43 students)	67.44% (29)	6.98% (3)	0% (0)	9.30% (4)	16.28% (7)

**Analysis of Results:**

Ninety three students were assessed during the Fall 2014 and Spring 2015 terms. Sixty nine of those students, 74%, mastered the SLO. The students in that category obtained a position in the field, performed paralegal tasks, and were successfully evaluated by their employer.

Four students, 4.3%, accomplished the SLO by successfully obtaining a position and completed paralegal tasks with few errors. Four students, 4.3%, found a position and worked some hours and completed the evaluation with substantial problems.

Sixteen students, 17%, received incomplete in the course. Students have a difficult time completing 360 hours if they are currently full time employed in a different field. The

students who are highly motivated and dedicated will make up their incomplete grades within the year allocated by the school.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

Legal 138 is extremely important in the last phase of a student's education. This class acts a transition from education to employment. In order to be a successful paralegal students must learn the skills on the job.

**Resource Needs:**

1. #Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. #Continuing access to Lexus (legal database) for California case law and statutes in the classrooms.
3. #A student aid would be helpful dedicated to researching the field for potential job opportunities and sharing that with students.
4. #Uniting services of the career placement office to help with job placement and internship opportunities

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**Course name and number: Plgl. 139 – Tort Law and Claims Investigation** is an introductory course in our Paralegal Program. Students are taught basic tort elements and defenses, and are also introduced to legal documents in the tort field. In assessing Plgl 139, the program director took the data supplied through eLumen for 2014-2015.

**SLO number and text: SLO #4:** The student will be able to prepare a summons and complaint involving negligence.

**Assessment:** Students were assessed through a final exam containing critical thinking questions, as well as objective questions testing their knowledge on intentional torts, unintentional torts, and strict liability.

**Rubric: (**

<b>4 – Mastery</b>	<b>3- Accomplished</b>	<b>2 – Standard Performance</b>	<b>1 – Minimum Performance</b>	<b>0 – Inadequate/Not applicable</b>
Students who completed their final exams with 90% or better. Students were able to identify the torts and their elements, along with defenses without errors, or minimal errors.	Students completed their final exam with a grade of 80% to 90%. Students understood the topics and were able to identify the elements of tort law however had not mastered their skills.	Students understood the topics however did not have complete solidified understanding. Student received a 70-80% on their final exam.	Students understood the topic, however received a 65%-70% on their final. The Program director would recommend repeating the course for a better understanding.	Students did not understand the material, and is not fit to work in the field. The student must retake the course. In the alternative, the student did not take the class but did not formally remove him or herself from the roster.

**Data:**

Spring 2014

Score	4	3	2	1	0
Percent (33 students)	51.52% (17)	24.24% (8)	21.21% (7)	0% (0)	3.03% (1)

Fall 2014 "

Score	4	3	2	1	0
Percent (29 students)	51.72% (15)	2.00% (7)	0% (3)	0% (0)	13.79% (4)

Spring 2015 "

Score	4	3	2	1	0
Percent (35 students)	57.14% (20)	34.29% (12)	2.86% (1)	0% (0)	5.71% (2)

**Analysis of Results:**

One-hundred students were assessed during the Spring 2014, Fall 2014, and Spring 2015 terms. Fifty-two of those students, 52%, mastered their skill of preparing a summons and complaint involving negligence. Twenty-seven students, 27%, accomplished the SLO. This totals 79% students that received a 3-4 rating. As an instructor in the field, this success rate

exemplifies the education that students are receiving in the classroom. Eleven students, 11%, understood the topics however did not have complete solidified understanding. Seven students, 7%, were inadequate, which will require the student to repeat the course in order to be successful in the program. Many of the students who were assessed as Inadequate/ Not Applicable level may have stopped participating or dropped the class but remained on the roster. Almost all of the students remaining in the class complete this assessment.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

With the addition of more technology in the classroom, it has become easier to show students how to complete Judicial Council Forms and to view litigated documents. The next step will be to use laptops, or classroom iPads, and phones to draft documents, including those to assess SLO #1 and SLO #3, and submit them during class for review by the class. The interaction between students and between students and instructor should produce an improved work product and a more interactive classroom.

It would be helpful to have a fulltime tutor or fulltime classroom assistant while students work on the documents referred to above. The tutor or classroom assistant could provide some one-on-one assistance.

Concerns: The Wi-Fi in the classroom, sometimes, is overloaded, and slow and unreliable.

**Resource Needs:**

1. #Continuing classroom access to the Internet and improved Wi-Fi in classrooms
2. #Continuing access to Lexis (legal database) for California case law and statutes in the classrooms.
3. #Re-implement budget to update printed resources in the library.

AAR Noncredit Disabled Students Program and Older Adults program

(Formerly called Civics)

Fall 2014: 8 courses, 20 sections

Spring 2015: 8 courses, 20 sections

## Spring 2015 SLO Assessment Results Form

Instructor: Anna Zoeller-Walker

Course: Civ 3320      CRN: 31845

**Student Learning Outcome (SLO) assessed:** SLO #3 "Demonstrates an understanding of the beliefs, opinions, and values of other people and cultures."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed using mainly teacher observation of student behavior and student participation in class discussions.

**Total Students Assessed:** 18

**Summary Table of Assessment Results** (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	4	10	4	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

To support students with this SLO, group discussions including the topics of respect and point of view were included in curriculum. Students learned the reasoning behind differences of opinion and how different cultural and family values reinforce other's belief systems.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The assessment for this SLO uses teacher observation; it does not take into account willingness on the part of any student to participate in class discussion (because of disability or otherwise). All materials used are done in a group environment or, if done independently, reviewed as a group.

**What suggestions would you recommend to help more students achieve success with this SLO?**

A better way to assess for this SLO may be to administer pre and post tests to the students in each subject area taught to get a reliable measurement for knowledge learned. However, because the class works with students with varying degrees of developmental disability, there may not be a way to improve student performance for certain students. Objectively, some of these students will never obtain proficiency in this area. Repeatability of the class and the continual repetition of the subject matter is the best way to ensure continued progress.



## FALL 2014 SLO Assessment Results Form

Instructor: Anna Zoeller-Walker

Course: Civ 3323      CRN: 3102

**Student Learning Outcome (SLO) assessed:** SLO #3 "Demonstrates an understanding of the beliefs, opinions, and values of other people and cultures."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed using mainly teacher observation of student behavior and student participation in class discussions.

**Total Students Assessed:** 17

**Summary Table of Assessment Results** (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	2	8	7	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

To support students with this SLO, group discussions including the topics of respect and point of view were included in curriculum. Students learned the reasoning behind differences of opinion and how different cultural and family values reinforce other's belief systems.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The assessment for this SLO uses teacher observation; it does not take into account willingness on the part of any student to participate in class discussion (because of disability or otherwise). All materials used are done in a group environment or, if done independently, reviewed as a group.

**What suggestions would you recommend to help more students achieve success with this SLO?**

A better way to assess for this SLO may be to administer pre and post tests to the students in each subject area taught to get a reliable measurement for knowledge learned. However, because the class works with students with varying degrees of developmental disability, there may not be a way to improve student performance for certain students. Objectively, some of these students will never obtain proficiency in this area. Repeatability of the class and the continual repetition of the subject matter is the best way to ensure continued progress.

## Spring 2015 SLO Assessment Results Form

Instructor: Anna Zoeller-Walker

Course: Civ 3323      CRN: 31849

**Student Learning Outcome (SLO) assessed:** SLO #3 "Demonstrates an understanding of the beliefs, opinions, and values of other people and cultures."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed using mainly teacher observation of student behavior and student participation in class discussions.

**Total Students Assessed:** 18

**Summary Table of Assessment Results** (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	4	10	4	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

To support students with this SLO, group discussions including the topics of respect and point of view were included in curriculum. Students learned the reasoning behind differences of opinion and how different cultural and family values reinforce other's belief systems.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The assessment for this SLO uses teacher observation; it does not take into account willingness on the part of any student to participate in class discussion (because of disability or otherwise). All materials used are done in a group environment or, if done independently, reviewed as a group.

**What suggestions would you recommend to help more students achieve success with this SLO?**

A better way to assess for this SLO may be to administer pre and post tests to the students in each subject area taught to get a reliable measurement for knowledge learned. However, because the class works with students with varying degrees of developmental disability, there may not be a way to improve student performance for certain students. Objectively, some of these students will never obtain proficiency in this area. Repeatability of the class and the continual repetition of the subject matter is the best way to ensure continued progress.

ber 3, 2014

## Assessment Report – Fall 2014

### CS 2900 – CRN 3005: “Sewing Techniques for Older Adults” Instructor: Mary Uchiyama

**Round:** SLO #1 was evaluated during the Fall 2014 semester. Students of CRN 3005 were evaluated based on performance criteria consistent with SLO #1.

**Learning Objective:** Students will exhibit increased proficiency in sewing garments/alterations.

**Application of the Activity:** Sewing techniques were demonstrated in class. Additional one-on-one instruction was then provided. Each student worked on their own garments using these techniques. Progress and proficiency were then evaluated.

**Assessment Strategy:** The students were evaluated on sewing proficiency and their interactive engagement, engagement and willingness to learn, as stated in the rubric below.

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Score	Description
Exceeds Expectations	The student is proficient in sewing techniques covered in class. The student correctly utilizes information and consistently completes assignments. Engagement and a willingness to learn are exceptional.
Met Expectations	The student does a good job utilizing the sewing techniques taught in class. There are only infrequent and minor errors in the student's methods. Engagement and a willingness to learn are demonstrated.
Approaching Expectations	The student does an average job with the sewing techniques taught in class. There are some minor errors, and one or two major errors in the student's work. Engagement and a willingness to learn are sufficient.
Below Expectations	The student does a poor job demonstrating proficiency with the sewing techniques taught in class. There are many minor errors, and also several major errors in the student's work. Engagement and a willingness to learn are insufficient.
Unsatisfactory	The student does not complete assignments and does not engage in class activities.

per 15, 2015

## Assessment Report – Spring 2015

### CS 2900 – CRN 31782: “Sewing Techniques for Older Adults” Instructor: Mary Uchiyama

**Round:** SLO #1 was evaluated during the Spring 2015 semester. Students of CRN 31782 were evaluated based on performance criteria consistent with SLO #1.

**Learning Objective:** Students will exhibit increased proficiency in sewing garments/alterations.

**Application of the Activity:** Sewing techniques were demonstrated in class. Additional one-on-one instruction was then provided. Each student worked on their own garments using these techniques. Progress and proficiency were then evaluated.

**Assessment Strategy:** The students were evaluated on sewing proficiency and their interactive engagement, engagement and willingness to learn, as stated in the rubric below.

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Score	Description
Exceeds Expectations	The student is proficient in sewing techniques covered in class. The student correctly utilizes information and consistently completes assignments. Engagement and a willingness to learn are exceptional.
Met Expectations	The student does a good job utilizing the sewing techniques taught in class. There are only infrequent and minor errors in the student's methods. Engagement and a willingness to learn are demonstrated.
Approaching Expectations	The student does an average job with the sewing techniques taught in class. There are some minor errors, and one or two major errors in the student's work. Engagement and a willingness to learn are sufficient.
Below Expectations	The student does a poor job demonstrating proficiency with the sewing techniques taught in class. There are many minor errors, and also several major errors in the student's work. Engagement and a willingness to learn are insufficient.
Unsatisfactory	The student does not complete assignments and does not engage in class activities.

## FALL 2014 SLO Assessment Results Form

Instructor: Anna Zoeller-Walker

Course: Civ 3120      CRN: 3142

**Student Learning Outcome (SLO) assessed:** SLO #3 "Show an informed appreciation for artistic and individual expression."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed by teacher observation of student participation in class discussions and in the critiquing process.

**Total Students Assessed:** 26

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	7	9	4	6	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

To support this SLO, students were actively encouraged to participate in class discussions revolving around memoir writing (challenges, solutions, issues) as well as in the constructive critiquing process of other student writings. ("I liked your use of ..." "Your story reminded me of ...")

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The assessment process does not take into account willingness on the part of any student to participate in class discussion. Some students are more shy or reserved and may feel uncomfortable talking in class. Other students are new to the group and may want to hold back until they feel more engaged. Still others may have disabilities that make it difficult for them to participate even though they enjoy coming to class and get benefit from being with others in the group.

**What suggestions would you recommend to help more students achieve success with this SLO?**

It would be difficult to quantify this SLO (through tests, etc). The best way to get students to participate is to create an environment of trust and honesty within the group and to encourage participation from all group members.

## Spring 2015 SLO Assessment Results Form

Instructor: Anna Zoeller-Walker

Course: Civ 3120      CRN: 31881

**Student Learning Outcome (SLO) assessed:** SLO #3 "Show an informed appreciation for artistic and individual expression."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed by teacher observation of student participation in class discussions and in the critiquing process.

**Total Students Assessed:** 25

**Summary Table of Assessment Results** (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	5	12	5	3	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

To support this SLO, students were actively encouraged to participate in class discussions revolving around memoir writing (challenges, solutions, issues) as well as in the constructive critiquing process of other student writings. ("I liked your use of ..." "Your story reminded me of ...")

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The assessment process does not take into account willingness on the part of any student to participate in class discussion. Some students are more shy or reserved and may feel uncomfortable talking in class. Other students are new to the group and may want to hold back until they feel more engaged. Still others may have disabilities that make it difficult for them to participate even though they enjoy coming to class and get benefit from being with others in the group.

**What suggestions would you recommend to help more students achieve success with this SLO?**

It would be difficult to quantify this SLO (through tests, etc). The best way to get students to participate is to create an environment of trust and honesty within the group and to encourage participation from all group members.

## FALL 2015 SLO Assessment Results Form

Instructor: \_\_Catherine Thompson\_\_\_\_\_

**Course: \_SPRING 2015 CIV 3370**

**Music Appreciation for Older Disabled Adults** CRN: \_31862\_\_

**Student Learning Outcome (SLO)** assessed: #3

Evaluate and describe as they are able, their listening experience with accurate and appropriate expression.

Method of Assessment (describe assessment and attach rubric if available):

SPECIAL NOTE: The students in the class are blind in addition to having severe developmental disabilities and so only question and answer exercises are used with this population because no one is able to write. The higher functioning students are able to speak the answer. Those that are unable to verbally speak (or rarely speak) raise their hand to signal agreement or make a vocal sound. The teacher makes note of the level of participation to assess student participation and comprehension or level of attention to the subject matter. Facial expressions, and movements to music also indicate their participation and enjoyment( or lack of) the musical listening experience and exercises of auditory recognition which provide mental, emotional, and physical stimulation(creative movement). **RUBRIC of Measurement for this Pass/Fail class:**

**Mastery:** Fully attentive for the duration of the class. Exhibits full participation in all of the music activities. Follows directions on how to express personal like or dislike of specific music. Able to use auditory recognition in listening exercises and listen without interruption. Plays percussion instruments and sings as prompted. Does not speak out of turn without raising their hand.

**Accomplished:** Mostly attentive for the duration of the class. Participates 70% of the time in musical activities. Follows directions on how to express like or dislike of music most of the time. Raises their hand to speak most of the time. Able to participate and answer 70% of the time in auditory listening exercises. Attempts 70% of the time to play percussion and sing as prompted.

**Adequate:** Sporadic. Partial attentiveness for the duration of the class. Needs to be reminded weekly to follow directions regarding outbursts of like and dislike of music selections (interruptions or talking, making sounds, while listening to music. Participates 50% of the time in musical activities. Able to participate or answer 50% of the time in auditory listening exercises. Largely nonverbal, participates mainly with physical gestures and facial expressions.

**Developing;** Difficult effort to remain awake or attentive for the duration of the class. Little verbal ability to participate in musical activities but at times has expressive outburst relating to the music heard. Needs to be reminded every class to listen quietly and not disturb fellow classmates with physical distractions of touching or banging or playing percussion while people or the teacher are asking questions or answering questions. Communicates and participates only through physical gesture or nonverbal vocalization.

**Inadequate:** Non-attentive for large part or entire duration of class often due to 24/7 sleep disorder. Refuses to participate in all activities. Does not participate with physical movements to music or singing activities. Does not follow directions of when to make sound, sing, or speak.

**SPRING 2015 assessment CIV 3370 31862 continued**

Total Students Assessed: \_\_\_\_26\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	<b>17</b>	<b>6</b>	<b>2</b>	<b>1</b>	

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Giving very clear directions in the same manner every class of how to listen together to music and how to behave when other people in class are speaking. This was needed after a considerable amount of boisterous behavior from certain individuals only wanting to hear what they like every single week (which is not productive for the group). Students were given verbal prompts of when to comment on music and how to allow each other to like or dislike a musical piece or activity without acting out in an inappropriate manner. Having clear directions to listen to the whole piece before commenting has helped developed a more polite group and develop tolerance among the higher level of disabled students to be more patient.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

Behaviors outside of class in the facility sometimes interfere or set up patterns of behavior in the class. Having regular check in time with staff to alert me to any problems is helpful. There are always 1-3 staff members present in the room in case of an emergency of a medical, emotional or behavioral issue. The facility is very well managed with compassionate people who are very compassionate to the clients and



appreciative to my efforts. I receive wonderful feedback about how the class impacts the attendees in a positive way. They are more alert after class, and more social to each other.

**What suggestions would you recommend to help more students achieve success with this SLO?** Be consistent with my language when giving directions and to speak more slowly. The repetition of the same directions will help them have a more pleasant listening experience and learn more from the exercises given as well.

### **FALL 2015 SLO Assessment Results Form**

Instructor: Dorothy Diamond

Course: CIV 3320

CRN: 3194

Student Learning Outcome (SLO) assessed:

- #3 Student demonstrates an understanding of the beliefs, opinions, and values of other people and cultures.

Method of Assessment (describe assessment and attach rubric if available):

- The instructor uses the Unique Learning Program (Transition Level) as a guide, along with other supplemental topic related materials. The Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs.
- Each lesson presented had a classroom activity: use of stories and/or articles and games; which addresses the topic at hand. The stories/articles provide information as it might be found in a magazine or newspaper. Within the articles/stories are specific aspects of the topic that relate to daily living skills. The articles/stories also provide an opportunity to expand vocabulary and promote reading skills.

Some lessons on the topic of understanding beliefs, opinions and values of others include: Personal Values – Know Your Manners, Getting Along With Others, Feelings and Emotions at Work, and Personal Values, Belief and Attitudes.

Comprehension questions to build on each student's understanding of the topic are used. Students are encouraged to discuss, retell and summarize using comprehension questions, pictures and word banks.

**Rubric:**

**4: Actively participates:** Student demonstrates understanding of diversity and is respectful to other students and staff at all times.

**3: Moderate Level of active participation:** Student usually demonstrates understanding of diversity and is respectful to other students and staff most of the time.

**2: Extended support required for participation:** Student sometimes demonstrates understanding of diversity and is respectful to other students and staff some of the time.

**1: Review/revise goals and strategies for engagement:** Understanding of diversity is emerging. Student is not respectful to other students and staff.

Total Students Assessed: 10

**Data:**

10 students were assessed. Information was presented at the student's "unique learning level". Three students were able to participate independently. Four students answered questions either verbally or through the use of a communication board/pictures. Two students require extended support for participation. One student is currently working on tolerating sitting in a group setting and has not reached the participation level.

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	<b>3 out of 10=30% Level 1 Support</b>	<b>4 out of 10 = 40% Level 2 Support</b>	<b>2 out of 10 = 20% Level 2 Support</b>	<b>1 out of 10 = 10% Level 1 Support</b>	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

- Unique Learning System's curriculum provides a way for special education instruction to include all students in the same activity, with different levels of expectation.
- When the appropriate level of support and age appropriate materials are presented, the student's success rate appears to be higher and more consistent.
- Unique Learning System's and News 2 You curriculum provides a way for special education instruction to include all students in the same activity, with different levels of expectation.

**Level 1:** Students require maximum support. Increasing participation is the main objective.

**Level 2:** Students may require picture support and other direct support in learning and the demonstration of

comprehension.

**Level 3:** Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.

- Lessons are often repeated/reviewed for additional reinforcement. Age appropriate games are used to enhance the lessons and raise the interest level. Students respond positively to hands on activities. It has been helpful to check for comprehension (using comprehension questions, pictures, discussions, story retelling) throughout the lesson.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- The student that scored Inadequate has emotional problems and has difficulty being in a group setting. The student is slowly making progress and becoming more comfortable in class.

What suggestions would you recommend to help more students achieve success with this SLO?

- Continue to alternate lessons and provide hands-on activities that will raise interest level and attention span of the students. This topic can be presented using a variety of different lessons. The use of different stories, activities, articles as well as age appropriate games contributes to maintaining a higher interest and success level from the students. Continue to provide a means to assess progress on materials through pre and post assessments.

## **FALL 2014 SLO Assessment Results Form**

Instructor: Anna Zoeller-Walker

Course: Civ 3320      CRN: 3098

**Student Learning Outcome (SLO) assessed:** SLO #3 "Demonstrates an understanding of the beliefs, opinions, and values of other people and cultures."

**Method of Assessment (describe assessment and attach rubric if available):** This SLO is assessed using mainly teacher observation of student behavior and student participation in class discussions.

**Total Students Assessed:** 17

**Summary Table of Assessment Results** (indicate number of students scoring in each category)



**Student Learning Outcome (SLO) assessed: #3**

Exhibit auditory recognition of composers and songs from musical works

Method of Assessment (describe assessment and attach rubric if available):

SPECIAL NOTE: The students in the class are blind in addition to having severe developmental disabilities and so only question and answer exercises are used with this population because no one is able to write. The higher functioning students are able to speak the answer. Those that are unable to verbally speak (or rarely speak) raise their hand to signal agreement or make a vocal sound. The teacher makes note of the level of participation to assess student participation and comprehension or level of attention to the subject matter. Facial expressions, and movements to music also indicate their participation and enjoyment( or lack of) the musical listening experience and exercises of auditory recognition which provide mental, emotional, and physical stimulation(creative movement).

**RUBRIC of Measurement for this Pass/Fail class:**

**Mastery:** Fully attentive for the duration of the class. Exhibits full participation in all the music activities. Student is able to use auditory recognition in the listening exercises.

**Accomplished:** Mostly attentive for the duration of the class. Participates 70% of the time in musical activities. Able to participate and answer 70% of the time in auditory listening exercises.

**Adequate:** Sporadic. Partial attentiveness for the duration of the class. Participates 50% of the time in musical activities. Able to participate or answer 50% of the time in auditory listening exercises. Largely nonverbal, participates mainly with physical gestures and facial expressions.

**Developing;** Difficult effort to remain awake or attentive for the duration of the class. Little verbal ability to participate in musical activities but at times has expressive outburst relating to the music. Communicates and participates only through physical gesture.

**Inadequate:** Non-attentive for large part or entire duration of class often due to 24/7 sleep disorder. Refuses to participate in all activities. Does not participate with physical movements to music or singing activities.

Total Students Assessed: \_\_\_\_24\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	<b>9</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>0</b>

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Maintaining a variety of musical listening experiences with weekly repetitions of similar material so that they developed auditory recognition of specific styles and song types related to the musical works. This was inspiring to witness that even with their disabilities they were able to develop recognition at a high level of specific songwriters and composers by musical tones and develop long term memory. Collecting a list of their favorite music and introducing individual preferences served to validate that I acknowledge them on a musical level. As people with special needs, they are very sensitive to feeling heard and seen. And I feel that my effort to incorporate their input into the lesson plan greatly helped the energy of the classroom and capturing their interest for the duration of the class.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

The answer concerns 2 specific students:

One student is deaf and blind and is unable to participate as the others in the exercise as far as answering. So as not to leave her out of the activity I have her make contact with the stereo speaker and feel the vibration of the music in her feet. She participates by shaking her percussion instrument in rhythm with the music and does so absolutely perfectly. So in one sense she is fulfilling a different SLO at the same time as I am addressing another in the class. I have to multi-task greatly in this class of many levels of ability and disability because everyone has different needs. The other student has some behavioral issues that often requires that he be removed from the room by facility staff to gain self-control. Our goal is to assist him in learning how to 'be' with others in the musical setting.

**What suggestions would you recommend to help more students achieve success with this SLO?**

I would say 2 things: 1) repetition of material 2) playing on the keyboard and teaching them songs or themes from musical works so they can internalize them more than just listening to a recording. Simplifying the context is helpful for the lower functioning students, but at the same time the higher functioning will 'act out' if I get too simplified. I have to find a balance every week in class with this population.

**FALL 2015 SLO Assessment Results Form**

Instructor:   Catherine Thompson  

**Course: FALL 2014 CIV 3371**  
**Music Appreciation for Older Adults** CRN: 3110, 3036, 3153

**Student Learning Outcome (SLO) assessed: #3**

Articulate historical and or/geographical information about different periods and styles of music.

**Method of Assessment (describe assessment and attach rubric if available):**

SPECIAL NOTE: 100% of the students are retired from the workforce with a majority having a solid educational background. The ages range from 50+ to 100 years old. Among the male students many have Doctorates, Masters degrees and were very accomplished in their professions. There are some women who graduated high school and some that had a career background, and some with college education. The classes are located off-campus and are attended by residents of the facility and also by individuals who take transportation from their homes to attend the class. Most have some type of long term illness or mobility issue related to ageing, and some have early low-grade dementia or memory loss or early stage Alzheimer's disease. It is a PASS/FAIL class. Consistent attendance and participation in discussion is observed by the teacher to assess their benefits and experience of the class. There are mostly oral quizzes and discussions with question-answer formats, including music activities to increase cognitive connections with music material. Printed handouts for personal use and study during the week support the weekly topic of study presented. The teacher uses considerable film and recording resources for instruction as well as instrumental performances for music examples to enhance their learning experience. Students are encouraged to attend local concerts, listen to the radio, or find music resources on the Internet to examine their subjective music experiences. Because there are no desks or required textbooks, and because many of the students write very little anymore due to their age, palsy, hand tremors, hand weakness, previous stroke, or MS disease, I avoid written tests unless it is a multiple choice or true/false test where they just have to make a mark or circle.

**RUBRIC of Measurement for this Pass/Fail class:**

**Mastery:** Fully attentive for the duration of the class and participates in all class discussions and music activities. Shares insights about personal weekly listening assignment experiences, or brings proof of concert attendance. Student successfully and consistently recognizes musical styles and genres. Student does independent research to collect a list of personal music preferences for their individual music portrait to share with the class or their family. Uses appropriate language for critiquing their listening experiences.

**Accomplished:** Mostly attentive for the duration of the class. Participates 70% of the time in musical activities. Able to participate and answer 70% of the time in auditory listening exercises and verbally identifies styles, genres, instruments, composers, performers, etc. Shares opinions and respectfully listens to differences of musical opinion. Exhibits effort and patience to listen with an open mind to unfamiliar musical styles and genres.

**Adequate:** Partial attentiveness for the duration of the class. Participates 50% of the time in musical activities. Able to participate or answer 50% of the time in auditory listening exercises. Largely nonverbal, participates mainly with physical gestures and facial expressions, but clear short comments or a few sentences when self-motivated to do so. Uses physical gesture or facial expression to communicate agreement or disagreement with teacher statements or classmate statements and questions relating to identifying musical genres and styles.

**Developing;** Student exhibits effort to remain awake or attentive for the duration of the class. Has difficulty focusing or seeing value in the music presentation. Little verbal ability to participate in musical activities but at times sporadically expresses communication relating to the music. Politely tolerates different musical tastes of other students and in discussion. Has rigid idea about musical preferences and has difficulty listening to unfamiliar music without complaining or talking about it with appropriate descriptive language pertaining to music. Emerging recognition of properties of music and is unable to discuss facts about musical styles and genres with appropriate language. Sometimes has to be reminded by the teacher to avoid ridiculing other student's musical tastes.

**Inadequate:** Non-attentive for large part or entire duration of the class. Refuses to participate in all activities or discussions. Does not participate with physical movements to music, singing or drumming activities, class discussions, and has difficulty concentrating on musical topic when music demonstration occurs. Expresses disinterest in learning about music of any kind. Exhibits disruptive class behavior and interrupts frequently with unrelated questions and comments to the music.

Total Students Assessed: \_\_\_\_74\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>



	4	3	2	1	0
<b>Number of Students</b>	<b>44</b>	<b>20</b>	<b>6</b>	<b>4</b>	<b>0</b>

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).** Selection of inspiring musical examples to illustrate visually through film performance or in-class performance which helped them to hear and experience the music and emotional content with specific features of genres of music and the varying styles with performance practices. Doing this followed by discussing relevant historical and societal perspectives in relation to the time when the music was composed, as well as information about the composer helped reinforce and inspire their class experiences and retention of information. The class participants did best with an introductory lecture concerning the context of the music (time and place and any historical perspective) to capture their imagination. A question-answer session before and after the presentation helped maintain focus and momentum of communication and student inquiry.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

A few have to tolerate considerable physical pain and are on heavy medications sometimes...as a result they are not always in a very social frame of mind or feel well, but they attend because they want to be there and it is a bright spot in their day. They remark how the music distracts their mind from the pain. In the rare instance that they are too physically uncomfortable and overly complain about the style of music or appear to be disagreeable they are encouraged to leave early if they have reached their threshold. These students generally don't speak much, but are usually paying attention as much as they are able. Though they attend regularly, there are a few with early mental deterioration that are alert through the class, but find it hard to speak clearly or ask questions.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Continue building clear and simple outlines for the printed material to guide their listening experience. They really just want to experience the music more than anything. The best classes over the semester were the ones where I assigned specific directions for listening followed by a question-answer session where EVERYONE is required to give an opinion in whatever short or long statement they wish to express. The less verbal students have cards that have YES or NO printed on them and on the reverse side TRUE/FALSE that they can hold up to answer when prompted. With these students I will recreate an open-ended question (that others in the class answered) with a closed-ended question for them to answer so they can have satisfactory participation.



## **2015 Annual Assessment Report: Literature Program**

### **English 30C - American Literature: 1945 to present**

**SLO #1:** Analyze a range of texts by major American authors from 1945-present, including those traditionally covered and those now being added to the canon.

**Assessment\*:** This objective was assessed using the students' discussions responses (presented on online and in the classroom). Students' written reading responses were utilized for the course's assigned texts, which included traditional and new, diverse works of American literature. This was assessed and scored utilizing the following generic rubric from eLumen.

#### **Rubric:**

- 0: Inadequate
- 1: Developing
- 2: Adequate
- 3: Accomplished
- 4: Mastery

**Data\*:** 1 section assessed

Score	4	3	2	1	0
Percent (27 students)	37%	30%	22%	7%	4%

#### **Analysis and Interpretation:**

The literature class did well on achieving SLO#1, with 89% of the class scoring "Adequate" and above. The course's focus on "analysis" from the outset and throughout the entirety of the term prepared students to meet this SLO.

#### **Closing the Loop (Reflections on previous Recommendations):**

The SLO was not previously assessed

#### **Recommendations for Improvement:**

Students will struggle with different categories and forms of texts; however, the exposure to the variety of literature is crucial. We will continue to discuss the concept of literary analysis and have students practice its application in literature courses.

Some students failed to complete the work and did not demonstrate their abilities in writing. We can consider developing a more formal assessment of oral contributions within classroom discussions.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Requests:** The student numbers for the literature classes are large, which makes it difficult to work directly with each student throughout the term. Smaller classes sizes would allow an instructor the opportunity to adequately meet with each student in order to discuss the literature and his or her own work at length.

## **English 44C - World Literature**

**SLO #\_\_1\_:** Demonstrate knowledge of assigned texts with respect to genre, style, plot, form, characters, and themes.

**Assessment\*:** (Describe the method used to assess students achievement of the SLO):  
**Professor assigned out-of-class writing activities early and later in the semester which asked students to do the sort of basic analysis this SLO calls for. The course goes from Romanticism to Post-modernism, so finding generic, stylistic, and formal elements is a frequent activity and forms a basis for understanding higher-level analysis.**

### **Rubric:**

0: Inadequate: Student couldn't distinguish the textual elements which indicate genre, form, or style of a given type of fiction (as for example, Realist).

1: Developing: Student found some elements of style but couldn't explain clearly why these constituted generic elements (of, for example, Romanticism).

2: Adequate: Student identified formal, generic, or stylistic elements but may have confused them one for the other, or could not explain how they related to, say, the creation of a post-modern text.

3: Accomplished: Student was aware of genre, form, and style and could give some, but not complete, evidence for how it functioned to create a given type of text.

4: Mastery: Student could find generic, formal, and stylistic elements, explain how they related to one another, and explain how they, together, constituted a type of literature (such as, for instance, post-modernism).

### **Data\*:**

Based on one section. This was the only time the course was taught.

Score	4	3	2	1	0
Percent (## students)	64%	28.5%	7 %	0%	0%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Analysis and Interpretation:**

This course was taught in only one section, so the following uses the first-person (plural) pronoun.

The students were weaker at this earlier and better later, which is natural, since the class took on all of the following: Romanticism, Realism, Modernism, Existentialism, and Post-modernism. As we continued to work on distinguishing formal elements, they became more adept at it, and they were more likely to get the evidence correct on the first try. Understand that this class has as its prerequisite English 1B, so the students in this class came in, for the most part, well prepared to make this kind of analysis.

**Closing the Loop (Reflections on previous Recommendations):**

This course was not previously assessed.

**Recommendations for Improvement:**

I don't think there are any particular things that need to be improved. Most of the students became quite good or excellent at performing this type of formal analysis. Training them to do this was a valuable and satisfying part of the course.

**Resource Needs:**

This course often does not fill to max, but we need to keep it in the program for transfer purposes. The resource need thus is to allow the course to underfill.

Library holdings which keep up to date on things like Modernism are always essential both for the professor to consult and for students to use.

**ENG 46 B - English Literature****SLO #1: Demonstrate knowledge of major periods of the development of English Literature after 1800.**

**Assessment\*:** On the final day of the semester students were given a two part in-class Final in which they were asked to identify and explain the significance of several quotes, terms, dates, characters, and key ideas of the period under study. In the process, they needed to demonstrate knowledge of the major periods in the development of English Literature after 1800.

**Rubric:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

- 0: Inadequate: No knowledge of major periods demonstrated.  
1: Developing: Minimal knowledge of major periods demonstrated.  
2: Adequate: Knowledge of major periods demonstrated, sometimes marginally so.  
3: Accomplished: Clear knowledge of major periods demonstrated.  
4: Mastery: Command of major periods demonstrated.

**Data\*:**

Score	4	3	2	1	0
Percent (25 students)	24%	20%	36%	12%	6%

**Analysis and Interpretation:**

The results proved to be very divided, About half the students showed either accomplished or masterful levels of knowledge while the other half struggled. Though some of those students displayed knowledge in other ways during the semester (quizzes, papers, journals), they did have trouble on a more comprehensive exam. I'd prefer a higher success rate in my next course, perhaps 75% at the two highest levels

**Closing the Loop (Reflections on previous Recommendations):**

This was the first time this particular SLO was assessed for English 46B. we would recommend that future assessments see if more students can achieve mastery at this point of the semester (Finals).

**Recommendations for Improvement:**

The results here were disappointing. 46B needs to emphasize the comprehensive nature of a survey course even more strongly. Perhaps the students can work all semester on creating an online study guide that will help those in the moderate range be more successful in reviewing for the Final. Canvas can be used to accomplish this goal.

**Resource Needs:**

As a Literature program, we have come to the conclusion that we need more library support for our literature classes, especially in terms of a library of texts and databases for students to access for class work. As always, we need more campus wide help in promoting our courses so we can keep the program robust. We also

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

believe we need a few Writing Center hours for our literature students to receive help improving their work beyond office hours.

**SLO #5: Evaluate literary critical views by and about these writers.**

**Assessment\*:** Students wrote a research paper about an author/ text of their choice (from the period of 1800- today). In the process, they were asked to evaluate literary critical views about their text and use these views to inform their own argument about a text.

**Rubric:**

- 0: Inadequate: No evaluation of literary critical views.
- 1: Developing: Minimal evaluation of literary critical views.
- 2: Adequate: Evaluation of literary critical views incorporated, sometimes marginally so.
- 3: Accomplished: Clear evaluation of literary critical views incorporated.
- 4: Mastery: Command of literary critical views demonstrated.

**Data\*:**

Score	4	3	2	1	0
Percent (24 students)	29.2%	29.2%	20.8%	12.5%	8.3%

**Analysis and Interpretation:**

These results were more in line with expectations than the results for SLO #5. About 60% of students received the two highest scores and another five managed to meet the minimum expectations. The five students in the lower range was a disappointment, but some of those students failed to submit the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

This was the first time this particular SLO was assessed for English 46B. we would recommend that future assessments see if more students can achieve mastery at this point of the semester (Week 13).

**Recommendations for Improvement:**

This assignment was a great one to assess this SLO. It is a demanding assignment but, as the results show, most students met the demands and turned in strong work,

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students who are struggling need encouragement to make use of office hours to meet minimum standards.

### **Resource Needs:**

As a Literature program, we have come to the conclusion that we need more library support for our literature classes, especially in terms of a library of texts and databases for students to access for class work. As always, we need more campus wide help in promoting our courses so we can keep the program robust. We also believe we need a few Writing Center hours for our literature students to receive help improving their work beyond office hours.

### **English 47: Mexican & Chicano Literature**

**SLO 1:** Analyze Mexican & Chicano literature from 1910 to the present with respect to genre, style, plot, form, character, and theme.

**Assessment\*:** 4 Reflection Responses collected throughout the reading of the book, *Speaking from the Heart: Herstories of Chicana, Latina, and AmerIndian Women*

### **Rubric:**

0: Inadequate: Did not submit any responses

1: Developing: Submitted one of four responses and followed guidelines for typing, following MLA format, responding in a thoughtful way engaged with course material

2: Adequate: Submitted two of four responses and followed guidelines for typing, following MLA format, responding in a thoughtful way engaged with course material

3: Accomplished: Submitted three of four responses and followed guidelines for typing, following MLA format, responding in a thoughtful way engaged with course material

4: Mastery: Submitted all four responses and followed guidelines for typing, following MLA format, responding in a thoughtful way engaged with course material

**Data\*:** 1 section

Score	4	3	2	1	0
Percent (25 students)	76%	8%	8%	0%	8%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Analysis and Interpretation:**

The students responded well to this low-stakes assignment; it ensured they were reading, helped to facilitate class discussion, & allowed me glimpses into their writing skills. Each response was worth 50 points, so it was a significant enough number that students serious about passing the course made it a priority to submit them on time. I should have done something similar for the English 51 course--in retrospect.

**Closing the Loop (Reflections on previous Recommendations):**

Not previously assessed.

**Recommendations for Improvement:**

Make a mandatory meeting for students who submitted the assignments but still needed additional help; I did find that about 3-4 students had a lot of difficulty with basic writing skills in this class. They did the best they could with difficult reading material but I wish I could have given more time to develop writing skills for some students.

**Resource Needs:**

Additional tutoring for literature students. Literature students would benefit from access to the writing assistance in the Writing Center.

**English 49B: Film as Dramatic Literature**

**SLO #\_1\_**: Understand film as a visual representation of social issues, historical periods, and/or human relationships.

**Assessment\*: Out of class essay****Rubric:**

0: Inadequate: Unacceptable understanding of films viewed as a visual representation of social issues, historical periods, and/or human relationships. Nearly no analysis

1: Developing: Only fair understanding of films viewed as a visual representation of social issues, historical periods, and/or human relationships. Questions asked tended to be basic.

2: Adequate: Average understanding of films viewed as a visual representation of social issues, historical periods, and/or human relationships. Need to ask more complex questions of genre.

3: Accomplished: Good understanding of films viewed as a visual representation of social issues, historical periods, and/or human relationships. String to good questioning of genre representations

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

4: Mastery: Strong understanding of films viewed as a visual representation of social issues, historical periods, and/or human relationships.

**Data\*:**

Based on one section. This was the only offering of this course.

Score	4	3	2	1	0
Percent (## students)	40.5%	40.5%	13.5 %	0%	0%

**Analysis and Interpretation:**

Writing prompt required an examination of the visual elements of films and their affect on the films' representations of social and social issues as well a male/female relationships. Class has a solid understanding of the role of the femme fatale and that of the private eyes in film noir and how film visuals enhance our understanding of those roles.

**Closing the Loop (Reflections on previous Recommendations):**

There is no data available for comparison purposes.

**Recommendations for Improvement:**

More visual examples.

**Resource Needs:**

None noted.

**English 51: Native American Mythology & Literature**

**SLO #1:** Recognize key historical periods, as well as structural, philosophical, and conceptual terms related to Native American mythology & literature.

**Assessment\*:**

**Formal out-of-class essay during first half of semester focused on analyzing oral histories & scholarly works on Native Americans from the California region, specifically Tongva & Chumash peoples. Students were required to discuss colonization, missionization, and decolonization as thematic contexts for analyzing historical periods.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Rubric:**

0: Inadequate: Students did not submit an essay or were not present for their group presentations

1: Developing: Students demonstrated a developing ability to respond to the prompts for both essay & group presentation.

2: Adequate: Students demonstrated an adequate ability to respond to the prompts for both essay & group presentation.

3: Accomplished: Students demonstrated an accomplished ability to respond to the prompts for both essay & group presentation.

4: Mastery: Students demonstrated a masterful ability to respond to the prompts for both essay & group presentation.

**Data\*:**

Score	4	3	2	1	0
Percent (## students)	17%	35%	8.5 %	13%	26%

**Analysis and Interpretation:**

This is the first time I have taught this course, so I may have been a bit ambitious with the reading schedule & expectations. This is especially so given that many students have not even taken English 1A. ALSO, the content of this course introduced several new concepts, which may have been both unfamiliar & challenging to some students. This may have contributed to a large number (between 5-6 students) not submitting work. Also, since this class only met once a week, some students did not know how to prioritize the course & manage their time wisely. Many students had busy work schedules, health concerns, and a lack of scholarly identity at the start of this course. For those students who regularly attended, kept up with the readings, and asked questions, the results were effective and positive. I believe I have to focus more on early interventions; however, it was also a busy semester for me as well--helping to organize three major events on campus.

**Closing the Loop (Reflections on previous Recommendations):**

This course was not previously taught, so there is no previous assessment and/or summary to make comparisons.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

A more clear timeline provided for students for reading schedules, due dates of reading journals.

Place more responsibility on students from the beginning to present and facilitate class discussions.

Provide students with a glossary of terms.

Provide students with worksheets/quizzes to ensure accountability.

### **Resource Needs:**

Funds to order extra books for students to be placed in library.

**SLO #5:** Assess various perspectives on traditional and contemporary Native American narratives.

### **Assessment\*:**

**Group Presentations focused on presenting current Native American socio-cultural and politico-historical issues & making connections to course readings.**

### **Rubric:**

0: Inadequate: Students did not participate in a group presentation or were not present for their group presentations

1: Developing: Students demonstrated a developing ability to respond to the prompt & guidelines for group presentation.

2: Adequate: Students demonstrated an adequate ability to respond to the prompt & guidelines for group presentation.

3: Accomplished: Students demonstrated an accomplished ability to respond to the prompt & guidelines for group presentation.

4: Mastery: Students demonstrated a masterful ability to respond to the prompt & guidelines for group presentation.

### **Data\*:**

Score	4	3	2	1	0
Percent (## students)	19%	42%	19 %	0%	19%

### **Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

This is the first time I have taught this course, so I may have been a bit ambitious with the reading schedule & expectations. This is especially so given that many students have not even taken English 1A. ALSO, the content of this course introduced several new concepts, which may have been both unfamiliar & challenging to some students. This may have contributed to a large number (between 5-6 students) not submitting work. Also, since this class only met once a week, some students did not know how to prioritize the course & manage their time wisely. Many students had busy work schedules, health concerns, and a lack of scholarly identity at the start of this course. For those students who regularly attended, kept up with the readings, and asked questions, the results were effective and positive. I believe I have to focus more on early interventions; however, it was also a busy semester for me as well--helping to organize three major events on campus.

### **Closing the Loop (Reflections on previous Recommendations):**

This course was not previously taught, so there is no previous assessment and/or summary to make comparisons.

### **Recommendations for Improvement:**

A more clear timeline provided for students for reading schedules, due dates of reading journals.

Place more responsibility on students from the beginning to present and facilitate class discussions.

Provide students with a glossary of terms.

Provide students with worksheets/quizzes to ensure accountability.

### **Resource Needs:**

Funds to order extra books for students to be placed in library.

## **ENG 61 - The Novel**

### **SLO 1: Recognize and evaluate formal aspects of the novel, such as characterizations, structure, plot, and setting.**

**Assessment\*:** The students were asked to choose a novel and perform an analysis of the formal aspects of that novel in comparison to one of the five novels we read as a class. Such aspects included plot, character, theme, setting, imagery, language, organization, and significance. In the process of the paper, the students performed

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

this analysis on two different texts, often from very different time periods, leading to much fruitful analysis.

**Rubric:**

- 0: Inadequate: No formal aspects discussed.
- 1: Developing: Formal aspects incompletely discussed.
- 2: Adequate: Formal aspects discussed adequately, often marginally so.
- 3: Accomplished: Formal aspects discussed competently and regularly
- 4: Mastery: Formal aspects discussed commandingly

**Data\*:**

Score	4	3	2	1	0
Percent (15 students)	20%	60%	6.7%	0%	13.3%

**Analysis and Interpretation:**

The class quickly settled to a core of fifteen students in January, a strong overall group that was involved and prepared, Therefore, these results were in line with my high expectations for the students. Though I would like to see even more reach the level of mastery, I was very pleased that 12 of 15 students were accomplished on the assignment. The SLO and assignment were properly aligned and I found the SLO a core component of the course.

**Closing the Loop (Reflections on previous Recommendations):**

This was the first time this particular SLO was assessed for English 61. I would recommend that future assessments see if more students can achieve mastery at this point of the semester (week 12).

**Recommendations for Improvement:**

The assignment itself exceeded my expectations in terms of results, so I should use it again. In terms of improving performance on the SLO, to help more students achieve mastery, the lectures and discussions of the course could include more robust coverage of the formal aspects of the novel and a model of a mastery level essay could be included on Canvas for students to use as a model.

**Resource Needs:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

As a Literature program, we have come to the conclusion that we need more library support for our literature classes, especially in terms of a library of texts and databases for students to access for class work. As always, we need more campus wide help in promoting our courses so we can keep the program robust. We also believe we need a few Writing Center hours for our literature students to receive help improving their work beyond office hours. This course has had some trouble filling but is a critical course for the program to offer, We hope it can be allowed to stay open even at a lower enrollment level.

### **English 78B Shakespeare**

**SLO #1:** Discuss and interpret the course's plays, chars, themes, and their relevant cultural and historical contexts.

**Assessment\*:** Students discussed and presented a sonnet as groups. They were to read the sonnet aloud, explicate the metaphoric images, analyze the rhyme sequence and structure, discuss the premise and consequence, discuss the themes, and identify how this reflects the tradition that Shakespeare alters.

**Rubric:** There is no rubric available.

**Data\*:**

This course was offered only once in the assessment cycle.

Score	4	3	2	1	0
Percent (## students)	42%	33%	12.5 %	12.5%	0%

### **Analysis and Interpretation:**

Students who did well made time to meet and discuss the poetry with their group outside of class. These students also tend to produce Power Point presentations or performance pieces that help them to explicate the themes and conflicts within the sonnets.

### **Closing the Loop (Reflections on previous Recommendations):**

This course was not previously assessed.

### **Recommendations for Improvement:**

The assessor did not provide this data, choosing instead to focus on resource needs.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Needs:**

Improved technology: the class needs computer equipment that will allow for streaming videos and to assure equipment is functional for student presentations.

The AC in C355 was loud and disruptive and needs to be replaced.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**PASADENA CITY COLLEGE  
NON-CREDIT DIVISION – ADULT HIGH SCHOOL DIPLOMA PROGRAM  
2015 ANNUAL ASSESSMENT REPORT**

The new Adult High School Diploma AHSD program's thirty-five courses were approved by the CCCC on March 31, 2014. In the 2014 fall semester, the AHSD offered eight course sections in English, math, and science in its pilot program. Additional course sections were offered in the 2015 spring semester, adding social science and technology electives to the disciplines taught.

The implementation of the new AHSD program in 2014/15 gave faculty the opportunity to access the new SLO's in their adult high school diploma courses, which will be the basis for this annual report. In fall 2015, a total of twenty-nine course sections in all six disciplines were offered to students in the adult high school program.

In this year's annual report, nine adjunct faculty members and one full time faculty member assessed the current AHSD student learning outcomes approved for the 2015 cycle. At the writing of this report, the AHSD has been comprised of twenty adjunct instructors and one full time math and science faculty member. As of fall 2015, another full time faculty member joined the AHSD program as an English instructor.

In our annual report, we have also decided to address RESOURCES NEEDED at the end of this report instead of at the end of each assessment since so many of our needs in each discipline are similar.

**ANNUAL ASSESSMENT REPORT BY DISCIPLINES**

**ENGLISH AND SOCIAL SCIENCE COURSES:** Assessment was implemented using SLO's #1 and #2 depending on whether classes were taught in fall 2014, spring 2015, or both. Assessment in both disciplines was linked to **GEO #2: Cognition:** Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information and **Competency 2.2:** Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.

**AHSD 6400: Practical English Skills**

**SLO # 2: Solve multiple choice questions using critical thinking.**

**Assessment:** Students were given a lesson on identifying and correcting run-on sentences. They were then given a two-part assignment: the first consisted of 20 multiple choice questions, and the second was a written response in which they had to re-write a paragraph with run-on sentence errors.

**Rubric:**

**Mastery (4):** Student demonstrates a thorough understanding of the written materials by answering between 90 to 100% of the questions correctly.

**Accomplished (3):** Student demonstrates a competent understanding of the written materials by answering between 80 to 89% of the questions correctly.

**Adequate (2):** Student demonstrates an adequate understanding of the written materials by answering between 70 to 79% of the questions correctly.

**Developing (1):** Student demonstrates an insufficient understanding of the written materials by answering between 60 to 69% of the questions correctly.

**Pre-developing (0):** Student demonstrates very little understanding of the written materials by answering under 60% of the questions correctly.

**Data:** This assessment represents one course and one section taught by one instructor in spring 2015.

**Results:**

Score	4	3	2	1	0
Percent (17 students)	23 %	35%	24%	6%	12%

**Analysis and Interpretation:** The percentage of students to show at least adequate comprehension was 82%. The results are valid and reliable. 18% of the students were not able to demonstrate adequate comprehension, which indicates that they will struggle with writing sentences that do not contain run-on errors.

**Closing the Loop (Reflections on Previous Recommendations:** Since this is a new program, there are no previous recommendations, but English instructors have been working on helping students, particularly ELL students, with improving their basic skills in English: reading comprehension, writing, and speaking. Students have more opportunities to seek outside help in tutoring in the LAC, as well as more opportunity to visit instructors during office hours. Instructors are also making time to communicate with students via email and through Canvas to support students' learning experiences.

**Recommendations for Improvement:** Although 82% of the students showed adequate comprehension in the multiple choice section, only 59% of the students showed adequacy in the written portion of the assignment. Since this class is designed to cover a wide range of topics from reading comprehension and vocabulary acquisition to essay writing and research methodologies, it is imperative to give students sufficient opportunities to practice the skills they have learned. Therefore, the number of topics to be covered should be considered carefully, and the practical application of the skills obtained should be emphasized.

**AHSD 6401: FUNDAMENTALS OF GRAMMAR A**  
**SLO #1: Develop competency in spelling.**

**Assessment:** Using the Internet to research Latin root words, prefixes, and suffixes, students collaborated on Canvas to create illustrated vocabulary, breaking down parts of words given for the assignment with pictorial representation. A posttest assessed student's ability to recognize correct spelling of several types of root words, prefixes, and suffixes, as well as being able to identify their meanings.

**Rubric:**

**Mastery (4):** Student demonstrates a thorough understanding by answering between 90 to 100% of the questions on the posttest correctly.

**Accomplished (3):** Student demonstrates a competent understanding by answering between 80 to 89%

of the questions correctly.

**Adequate (2):** Student demonstrates an adequate understanding by answering between 70 to 79% of the questions on the posttest correctly.

**Developing (1):** Student demonstrates an insufficient understanding by answering between 60 to 69% of the questions on the posttest correctly.

**Pre-developing (0):** Student demonstrates very little understanding by answering under 60% of the questions on the posttest correctly.

**Data:** This assessment represents one course and two sections taught by two different instructors in fall 2014. Both courses were assessed.

**Results:**

Score	4	3	2	1	0
Percent (48 students)	15%	30%	47%	6%	2%

**Analysis and Interpretation:** The results are valid and reliable. In this multiple-choice posttest (one of the classes completed the posttest on Canvas), the percentage of the students to show at least adequate comprehension was 92%. A total of 7.2 students mastered this skill. Eight percent of the students were not able to demonstrate adequate comprehension, which indicates that they will struggle with building competency in spelling in the future without further remediation in this skill.

**Closing the Loop (Reflections on Previous Recommendations:** This is a new course in a new program, and there are no previous recommendations, but critical thinking skills should continue to be reinforced with more creative hands-on activities, such as problem-solving group activities, class discussion, and mind-mapping. Students can be recommended for tutoring in the LAC for additional help with concepts that are taught in class. Continued communication through Canvas can support students' learning experiences as well as building confidence in using technology. This keeps a much needed pathway open between instructors and students to support learning success.

**Recommendations for Improvement:** Ninety-two percent of the students showed adequate comprehension in the multiple choice posttest; however, there is room for improvement in this skill since 47% of the students were only functioning adequately and could improve their understanding and build mastery in competency in spelling. The results are valid and reliable, but the target results should be higher. Additional attention through more activities, exercises and manipulatives should be afforded to students, particularly those who are more recent English language learners to improve greater acquisition skills in spelling, as well as other speaking, writing, and reading skills in English through the study of grammar in these courses.

**SLO #2: Apply proper English grammar usage.**

**Assessment:** Students were given a multiple choice test on sentence structure identifying proper use of subjects (pronouns) and verbs, correcting run-together (run-on) sentences and fragments, and choosing

correct usage of the proper punctuation in sentences.

**Rubric:**

**Mastery (4):** Student can apply proper grammar usage with a score of 90% - 100%.

**Accomplished (3):** Student can apply proper grammar usage with minimal errors with a score of 80 % - 89%.

**Adequate (2):** Student can apply proper grammar usage with errors with a score of 70 % - 79%.

**Developing (1):** Student is unable to apply proper grammar usage that meets a passing score for this assignment with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60%.

**Data:** This assessment represents one course and two sections taught by two different instructors in spring 2015. Both courses were assessed.

**Results:**

Score	4	3	2	1	0
Percent (42 students)	25%	26%	36%	10%	3%

**Analysis and Interpretation:** The results are valid and reliable and met the outcome satisfactorily. Overall, the majority of students were able to complete this assignment and meet competency. Target results could be higher so that more students can attain mastery (approximately eleven students met mastery with the assessment), but 87% is the score that reflects competency in general overall student success of the SLO addressed.

**Closing the Loop (Reflections on Previous Recommendations:** This is a new course with new student learning outcomes that have improved upon the old high school diploma program that has been eliminated. There were no recommendations for this new program, but there is always need for change and improvement now and into the future to enhance and improve student learning in this course.

**Recommendations for Improvement:** This student learning outcome is extremely essential to student success across the curriculum. It is essential to reinforce methodology in spelling by additional spelling quizzes to existing lesson plans. Pedagogical changes in instruction to build and reinforce grammar skills, particularly in sentence structure for improvement in writing, should include evaluation of teacher-prepared lessons in addition to those in the text and more hands-on problem based activities in the classroom, particularly in small group settings.

**AHSD 6402: FUNDAMENTALS IN GRAMMAR B**

**SLO #2: Apply proper use of conjunctions, punctuation, and modifiers to avoid run-on sentences and fragments in writing.**

**Assessment:** Students completed a multiple choice test on Canvas (LMS) where they were to identify

errors in construction in thirty different sentences. Students were to choose answers that corrected the run-on sentences and fragments by using proper punctuation, conjunctions, and modifiers.

**Rubric:**

**Mastery (4):** Student can successfully apply proper use of conjunctions, punctuation, and modifiers to avoid run-on sentences and fragments in writing with a score of 90% - 100%.

**Accomplished (3):** Student can apply proper use of conjunctions, punctuation, and modifiers to avoid run-on sentences and fragments in writing with minimal errors with a score of 80 % - 89%.

**Adequate (2):** Student can apply proper use of conjunctions, punctuation, and modifiers to avoid run-on sentences and fragments in writing with errors with a score of 70 % - 79%.

**Developing (1):** Student is unable to apply proper use of conjunctions, punctuation, and modifiers to avoid run-on sentences and fragments in writing that meets a passing score for this assignment with a score of 60 % - 69%.

**Pre-**

**Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60%.

**Data:** This assessment represents one course and one section taught by one instructor in spring 2015.

**Results:**

Score	4	3	2	1	0
Percent (25 students)	15%	26%	36%	15%	8%

**Analysis and Interpretation:** The results are valid and reliable and indicate that students struggle with this concept. Even though 77% of the students met competency for this assessment, 36% of those students were in the “adequate” range. Twenty-three percent of the students could not apply proper grammar usage to correct run on sentences or fragments. Target results must be higher for all students to attain mastery for this learning outcome.

**Closing the Loop (Reflections on Previous Recommendations:** There were no previous recommendations for this course. It is a new course as of Spring 2015.

**Recommendations for Improvement:** It would be recommended that instruction be reinforced in meeting student success for this outcome. Going back to basic sentence structure and practicing to correct run on and fragment model sentences will reinforce understanding and practical application of the skill. Using more problem based activities where students work together to solve coherency in sentence structure should be employed. Recommending students to the LAC for after class assistance is also a good option for students who need more help in mastering this outcome.

**AHSD 6403: ESSENTIALS IN WRITING A****SLO #1: Develop grammar competency in writing.**

**Assessment:** After writing of an expository essay paragraph, students engaged in a writer's workshop, using specific guidelines in grammar competency. Students utilize peer review to edit their written work before writing their second drafts. This peer component was part of the grading factor when final drafts were submitted along with a self-evaluation.

**Rubric:**

**Mastery (4):** Student can successfully master developing grammar competency in writing with a score of 90% - 100% on the final draft of an expository paragraph.

**Accomplished (3):** Student can master developing grammar competency in writing with minimal errors with a score of 80 % - 89% on the final draft of an expository paragraph.

**Adequate (2):** Student can master developing grammar competency in writing with a score of 70 % - 79% on the final draft of an expository paragraph.

**Developing (1):** Student is unable to master developing grammar competency in writing that meets a passing score for this assignment with a score of 60 % - 69% on the final draft of an expository paragraph.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60%. Final draft of an expository paragraph does not have a passing score.

**Data:** This is one course with three sections taught by two different instructors; two in fall 2014 and the other in spring 2015. Only the fall section was assessed.

**Results:**

Score	4	3	2	1	0
Percent (32 students)	35%	28%	23%	10%	4%

**Analysis and Interpretation:** The results are valid and reliable and indicate that students benefit from working with a peer in a writer's workshop setting to improve grammar and sentence structure in their expository paragraph draft. Eighty-six percent of the students could master developing grammar competency in writing with scores ranging from 70 % - 100%. Working with a peer seemed to improve students' ability to create a second draft with fewer errors in grammar and sentence structure. With 23% of the students in the "adequate" range, there is definitely room of improvement with this student learning outcome. The 4% in the "pre-developing" range involved one student who did not engage in the peer evaluation nor turn in a finished final revision of the paragraph assignment. The data indicates that target results must be higher for all students to attain mastery for this learning outcome.

**Closing the Loop (Reflections on Previous Recommendations:** There were no previous

recommendations for this course because it is a new course. However, instructors will continue using peer and self-evaluations in writing assignments. The assessment indicates that students like working with each other when editing their written work and benefit from the outcomes.

**Recommendations for Improvement:** The students in this course grasped the concepts taught in the structure of an expository paragraph. However, maintaining consistency in paragraph structure and grammar was significantly reinforced during the writer's workshop activity. The more we engage our students in writing, the better results they will have in post-secondary education and the workplace. Many of our students are English language learners and writing in English is a challenge for them. Having a variety of specific writing models to emulate is important. Recommending students to the LAC for after class assistance in writing will also help strengthen this essential skill.

#### **AHSD 6404: ESSENTIALS IN WRITING B**

##### **SLO#2: Analyze reading selections to improve writing skills.**

**Assessment:** After reading and discussing a narrative by Sandra Cisneros, "**Straw into Gold: The Metamorphosis of the Everyday**" as well as viewing an interview with the author on the writing process, students created their own personal narratives focusing on the six characteristics of good narrative writing.

##### **Rubric:**

**Mastery (4):** Student can successfully master writing a personal narrative focusing on the six characteristics of good narrative writing with a score of 90% - 100%.

**Accomplished (3):** Student can master writing a personal narrative focusing on the six characteristics of good narrative writing with a score of 80 % - 89.

**Adequate (2):** Student can master writing a personal narrative focusing on the six characteristics of good narrative writing with a score of 70 % - 79.

**Developing (1):** Student is unable to master writing a personal narrative focusing on the six characteristics of good narrative writing with a score of 60 % - 69.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60%. Personal narrative does not have a passing score.

**Data:** This is one course with one section taught by one instructor.

##### **Results:**

Score	4	3	2	1	0
Percent (24 students)	18%	25%	25%	20%	12%

**Analysis and Interpretation:** The results are valid and reliable and indicate that overall students did not do well on this assignment. Only 18%, or four students, mastered the outcome, while 50% of the students were able to accomplish or adequately meet the outcome. Thirty-two percent of the students

demonstrated developing or pre-developing abilities with the outcome, which indicates a need to work on this skill again.

**Closing the Loop (Reflections on Previous Recommendations):** There were no previous recommendations for this course because it is a new course. However, based on previous writing assignments in the HSDP writing courses, focus was more on expository and persuasive essays. Students had more difficulty with narrative writing, which is an essential writing style needed when applying to colleges and the workplace.

**Recommendations for Improvement:** Although students were inspired by Sandra Cisneros and her experiences as a writer, it was difficult for students to discern an important or significant event in their lives and write about it in a personal narrative. Since narrative writing is quite different from expository or persuasive, it will be necessary to revisit this writing genre and work on the skills involved to reach competency in this outcome. More time and effort needs to be spent working with students who have learned English as a second language to ensure that their writing skills are proficient, especially if they plan to transfer to post-secondary education or advance in the workplace. It would be beneficial for students to seek additional help in the LAC to strengthen this essential writing skill.

#### **AHSD 6407: READING FUNDAMENTALS**

**SLO#2: Develop effective skills in reading comprehension and fluency.**

**Assessment:** Students were given a final at the end of the semester that consisted of several high school level informational and fictional passages. Using the reading strategies learned throughout the course, the students answered questions about topics, implied and stated main ideas, supporting details, context clues, Greek and Latin roots, inferences, thought patterns, and facts and opinions. The test was in the multiple choice format and consisted of 50 questions.

#### **Rubric:**

**Mastery (4):** Student demonstrates a thorough understanding of the written materials by answering between 90 to 100% of the questions correctly.

**Accomplished (3):** Student demonstrates a competent understanding of the written materials by answering between 80 to 89% of the questions correctly.

**Adequate (2):** Student demonstrates an adequate understanding of the written materials by answering between 70 to 79% of the questions correctly.

**Developing (1):** Student demonstrates an insufficient understanding of the written materials by answering between 60 to 69% of the questions correctly.

**Pre-developing (0):** Student demonstrates very little understanding of the written materials by answering under 60% of the questions correctly.

**Data:** This is one course with one section taught by one instructor.

#### **Results:**

Score	4	3	2	1	0
Percent (19 students)	21 %	26%	26%	16 %	11%



**Analysis and Interpretation:** The percentage of the students to show at least adequate comprehension was 73%. The results are valid and reliable. The target results should be higher. 27% of the students were not able to demonstrate adequate comprehension, which indicates that they will struggle in other high school level courses that require intensive reading.

**Closing the Loop (Reflections on Previous Recommendations):** There were no previous recommendations. This is a new course as of Spring 2015.

**Recommendations for Improvement:** The biggest obstacle to reading proficiency for these Developing and Pre-developing students is vocabulary acquisition. It is very difficult for these students to use context clues, for instance, when they also do not understand the words in the context. Even for many of the students who have demonstrated adequate reading comprehension skills, there were holes in their vocabulary. Therefore, an emphasis in vocabulary acquisition in all classes is highly recommended.

#### **AHSD 6409: INTRODUCTION TO CREATIVE WRITING**

**SLO#1: Analyze published contemporary and classical poetry, drama, and fiction as models of creative expression.**

**Assessment:** After reading and analyzing structure, content, and style in Amy Tan's short story "Two Kinds" students wrote a short story of their own followed by collaboration with peer evaluation using proof-reading and self-editing practices in revising their original creative written work. Final drafts were assessed for this outcome.

#### **Rubric:**

**Mastery (4):** Student can successfully compose a correctly punctuated and clearly focused short story with a final assessment of 90 to 100%.

**Accomplished (3):** Student can compose a correctly punctuated and clearly focused short story with minimal errors in mechanics and content with a final assessment of 80 to 89%.

**Adequate (2):** Student can compose a correctly punctuated and clearly focused short story with errors in mechanics and content with a final assessment of 70 to 79%.

**Developing (1):** Student is unable to compose a correctly punctuated and clearly focused short story that meets a passing score for this assignment with a final assessment of 60 to 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment.

**Data:** This is one course with one section taught by one instructor.

#### **Results:**

Score	4	3	2	1	0
Percent (20 students)	75%	10%	10 %	4%	1%

**Analysis and Interpretation:** The majority of students (95%) were able to compose a focused short story with a passing score. Four percent of the students were not able to complete this assignment with a passing score, and 1% of the students did not complete this assignment. The

results are valid and reliable. Overall, the majority of students were able to complete this assignment and meet competency. Target results could be higher, but 95% is the score that reflects the general overall success of students to use their research to compose a piece of writing that meets the student learning outcome addressed.

**Closing the Loop (Reflections on Previous Recommendations):** Previous recommendations cannot be reflected upon since this is the first time this class has been offered.

**Recommendations for Improvement:** Reinforce students' writing by continued readings in this genre which cover as wide a cultural range as possible given the cultural diversity of our students. Increase amount of peer review of creative works prior to instructor-student consultations and final revisions.

**AHSD 6411: U.S HISTORY: PRE- COLONIALISM TO THE CIVIL WAR**

**SLO#2: Explain the difference between historical opinions and historical facts.**

**Assessment:** Using a given list of historical opinions and historical facts, student created a graph/diagram linking actual events that led up to the Revolutionary War, distinguishing fact from opinion.

**Rubric:**

**Mastery (4):** Student can successfully master creating a historical graph with a score of 90% - 100% detailing historical facts leading to the Revolutionary War.

**Accomplished (3):** Student can master creating a historical graph with minimal errors with a score of 80 % - 89% detailing historical facts leading to the Revolutionary War.

**Adequate (2):** Student can master creating a historical graph with a score of 70 % - 79% detailing historical facts leading to the Revolutionary War.

**Developing (1):** Student is unable to master creating a historical graph that meets a passing score for this assignment with a score of 60 % - 69% detailing historical facts leading to the Revolutionary War.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in creating a historical graph detailing historical facts leading to the Revolutionary War.

**Data:** This is one course with one section taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (18 students)	22%	33%	40%	5%	0%

**Analysis and Interpretation:** The results are valid and reliable and indicate that student. Ninety-five

percent of the students were able to create a graph that detailed historical facts of events that led up to the Revolutionary War. Students met competency and were able to create a graph/diagram and develop an understanding of causal effects of the American Revolution. However, the largest number of students, 40%, fell in the “adequate” range and would benefit from building upon their skills in recognizing the differences between historical opinion and fact on an “accomplished” or “mastery” level. The data indicates that target results could be higher for all students to attain mastery for this learning outcome.

**Closing the Loop (Reflections on Previous Recommendations):** There were no previous recommendations for this course because it is a new course. However, using problem solving methods in teaching U.S. history offers the students a more hands-on and realistic understanding of the subject. In addition, expanding the events that led to the American Revolution in an analysis of how similar events today could cause future revolutions around the world could bring a better understanding to students to help them connect historical events to present day social concerns.

**Recommendations for Improvement:** The students in this course grasped the concepts taught by creating a visual understanding of the historical events leading up to the Revolutionary War. However, in future lessons on this topic more visual aids depicting these historical events can be incorporated into the lesson and the assessment to enhance critical thinking skills. This activity could also benefit from students working collaboratively together to gather information using their textbooks and the Internet to add additional information that could identify both historical opinion and fact. Additional ways to visually demonstrate the difference between the two could make the assessment more problem based to strengthen critical thinking and analytical skills.

#### **AHSD 6413: INTRODUCTION TO AMERICAN GOVERNMENT**

##### **SLO#2. Identify and explain various rights and powers named in the Constitution.**

**Assessment:** Write an essay that identifies and explains rights and powers in the Constitution.

##### **Rubric:**

**Mastery (4):** Student demonstrates exceptional ability to write an essay that identifies and explains rights and powers in the Constitution with a score of 90% - 100%.

**Accomplished (3):** Student demonstrates high level ability to write an essay that identifies and explains rights and powers in the Constitution with a score of 80 % - 89%.

**Adequate (2):** Student demonstrates satisfactory ability to write an essay that identifies and explains rights and powers in the Constitution with a score of 70 % - 79.

**Developing (1):** Student demonstrates a below satisfactory ability to write an essay that identifies and explains rights and powers in the Constitution with a score of 60 % - 69%

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to write an essay that identifies and explains rights and powers in the Constitution.

**Data:** This is one course with two sections taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (42 students)	20%	25%	30%	25%	0%

**Analysis and Interpretation:** Seventy-five percent of the students met competency and demonstrated that they could successfully identify and explain various rights and powers named in the Constitution while twenty-five percent of the students are still developing this skill. Two sections of the course were assessed. A strong majority (75%) of the students assessed were able to satisfactorily demonstrate their knowledge of SLO#2. In addition, within that 75%, a significant number (45%) assessed demonstrated exceptional or high levels of learning SLO#2. Twenty percent of the 75% group assessed demonstrated a satisfactory ability to learn SLO#2. Of the remaining 25%, five percent still need to demonstrate they have learned SLO#2. The results appear to be valid and reliable. It does not appear necessary to make any changes to SLO#2.

**Closing the Loop (Reflections on Previous Recommendations):** This is a new course and was not given a previous recommendation. The current SLO's in AHSD 6413 (and other courses) were re-written from the old HSDP course to include higher level critical thinking skills. As more students are exposed to and become proficient in the utilization of critical learning skills in all of their classes, a tool should be devised to measure progress made in the learning of and utilization of the various critical learning skills.

**Recommendations for Improvement:** Provide students with and encourage students to utilize internet sites appropriate to the topics discussed in class and in the text to supplement the class lecture. At the beginning of class instruction provide students with the necessary tools which will enable them to better understand and to utilize critical thinking skills. Encourage students to apply such skills to solve course assessment problems.

**AHSD 6414: INTRODUCTION TO ECONOMICS**

**SLO#2. Create a model (graph, chart, slide presentation) which relates the role of supply and demand in a market economy.**

**Assessment:** A graph on the final exam identifying demand and supply curves and equilibrium points (market price).

**Rubric:**

**Mastery (4):** Student can successfully compose and explain an organized and informed chart with a score of 90% - 100% identifying demand and supply curves and equilibrium points (market price).

**Accomplished (3):** Student can compose and explain an organized and informed chart, but with minimal omissions of facts and clear content with a score of 80 % - 89% identifying demand and supply

curves and equilibrium points (market price).

**Adequate (2):** Student can compose and explain an organized and informed chart, but with significant omissions of facts and lack of clear content with a score of 70 % - 79 identifying demand and supply curves and equilibrium points (market price).

**Developing (1):** Student demonstrates a below satisfactory ability to compose and explain an organized and informed chart that meet competency for this assignment with a score of 60 % - 69% identifying demand and supply curves and equilibrium points (market price).

**Pre-Developing (0):** Student cannot understand, respond, or complete this assessment and scores below 60% in the ability to compose and explain an organized and informed chart identifying demand and supply curves and equilibrium points (market price).

**Data:** This is one course with one section taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (23 students)	24%	29%	29%	18%	0%

**Analysis and Interpretation:** Eighty-two percent of the students were able to meet competency and composed an organized and clear chart with a passing score. Eighteen percent of the students in the class were not able to complete this assignment with a satisfactory score. The results are valid and reliable. The results conform to instructor expectations since the majority was able to complete this assignment and meet competency. Target results should be higher. However, 82% reflects the general rate of success of students that show comprehension and knowledge to obtain and explain an economic historical chart that meets the student learning outcome addressed.

**Closing the Loop (Reflections on Previous Recommendations):** Recommendations for the previous adult high school diploma program (HSDP) have been addressed in the new AHSD program's economics course to include more rigor and address higher level critical thinking skills in student learning outcomes.

**Recommendations for Improvement:** SLO #2 has been adequate, but could be revised. One recommendation for improving instruction would be to include more problem-based learning activities to support student critical thinking skills. Also, more visual aids should be incorporated in teaching this student learning outcome to better student understanding and address higher level critical thinking skills. This SLO should be revisited and evaluated again at midterm and final exams. The comparison should reflect evolution, a higher level of confidence, competency and critical thinking skills when building and labeling graphs.

**MATH AND SCIENCE COURSES:** Assessment was implemented using SLO's #1 and #2 depending on whether classes were taught in fall 2014, spring 2015, or both. Assessment in both disciplines was linked to **GEO #2: Cognition:** Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information and either **Competencies: 2.1 Problem Solving:** Identify and analyze real of potential problems and develop, test, apply, and evaluate possible solutions using the scientific methods where appropriate, or **2.3 Quantitative Reasoning:** Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

#### **AHSD 6421: MATH BASICS**

**SLO#1: Do basic math operations in addition, subtraction, multiplication, and division with integers.**

**Assessment:** A final exam where students wrote the steps and performed basic math operations in addition, subtraction, multiplication, and division with integers.

#### **Rubric:**

**Mastery (4):** Student can successfully complete basic math operations in addition, subtraction, multiplication, and division with integers with a score of 90% - 100.

**Accomplished (3):** Student can complete basic math operations in addition, subtraction, multiplication, and division with integers with a score of 80 % - 89%.

**Adequate (2):** Student can complete basic math operations in addition, subtraction, multiplication, and division with integers with a score of 70 % - 79.

**Developing (1):** Student demonstrate a below satisfactory ability to complete basic math operations in addition, subtraction, multiplication, and division with integers that meet competency for this assessment with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to complete basic math operations in addition, subtraction, multiplication, and division with integers.

**Data:** This is one course with two sections taught by two instructors.

#### **Results:**

Score	4	3	2	1	0
Percent (33 students)	31%	25%	25%	19%	0%

**Analysis and Interpretation:** Thirty-one percent of the students reached mastery on the test. Twenty-five percent of students were able to accomplish the learning outcome through their understanding of basic math operations. Another twenty-five percent of the students met competency, and nineteen percent of students need additional review and practice in developing their understanding of basic math

operations. The results are valid and reliable for the majority of the students. However, students are continuously developing in this skill and more practice is always needed so the target results of mastery for this outcome can be attained for all students.

**Closing the Loop (Reflections on Previous Recommendations):** See Below in SLO#2

**Recommendations for Improvement:** This assignment is relevant and will be used again to assess the students' abilities to perform basic math operations in addition, multiplication, and division with integers. A large enough percentage of the student population in this class is meeting the outcome, but students are encouraged to seek out extra help from the instructor and with the tutors in the LAC.

**SLO#2:** Compare fractions, decimals, and percentages to convert among these types of expressions.

**Assessment:** A final exam where students compared fractions, decimals, and percentages to convert among these types of expressions.

**Rubric:**

**Mastery (4):** Student can successfully compare fractions, decimals, and percentages to convert among these types of expressions with a score of 90% - 100.

**Accomplished (3):** Student can compare fractions, decimals, and percentages to convert among these types of expressions with a score of 80 % - 89%.

**Adequate (2):** Student can compare fractions, decimals, and percentages to convert among these types of expressions with a score of 70 % - 79.

**Developing (1):** Student demonstrate a below satisfactory ability to compare fractions, decimals, and percents to convert among these types of expressions to meet competency for this assessment with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to compare fractions, decimals, and percentages to convert among these types of expressions.

**Data:** This is one course with two sections taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (29 students)	25%	33%	18%	14%	10%

**Analysis and Interpretation:** Twenty-five percent of the students reached mastery on the test. Thirty-three percent of students were able to accomplish the learning outcome through their understanding and ability to compare fractions, decimals, and percentages to convert among these types of expressions. Eighteen percent of the students met competency, and twenty-four percent of students need additional review and practice in developing their understanding of this learning outcome. The results are valid and reliable, and this assessment indicates that the majority of students need remediation in developing this skill. More work must be done so that target results improve and more students can reach the mastery level.

**Closing the Loop (Reflections on Previous Recommendations):** Math Basics is a new course and has not undergone a previous recommendation. However, the student outcome can be enhanced with more practice and the use of creative, hands-on math manipulatives to improve student performance in these essential math skills.

**Recommendations for Improvement:** This assignment is relevant and will be used again to assess the students' abilities to perform basic math operations in addition, multiplication, and division with integers. A large enough percentage of the student population in this class is meeting the outcome, but students are encouraged to seek out extra help from the instructor and with the tutors in the LAC.

#### **AHSD 6422: MATHEMATICS PRE-ALGEBRA**

**SLO #1:** Use math skills to solve simple algebraic equations and inequalities.

**Assessment:** Final exam.

#### **Rubric:**

**Mastery (4):** Student can successfully use math skills to solve simple algebraic equations and inequalities with a score of 90% - 100.

**Accomplished (3):** Student can use math skills to solve simple algebraic equations and inequalities with a score of 80 % - 89%.

**Adequate (2):** Student can use math skills to solve simple algebraic equations and inequalities with a score of 70 % - 79.

**Developing (1):** Student demonstrate a below satisfactory ability to use math skills to solve simple algebraic equations and inequalities to meet competency for this assessment with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to use math skills to solve simple algebraic equations and inequalities.

**Data:** This is one course with two sections taught by two instructors.

Score	4	3	2	1	0
Percent (40 students)	30%	20%	30%	20%	0%

**Results:** Thirty percent of the students reached mastery on the test. Twenty percent of students were able to do well on the assessment. Thirty percent of the students met competency, and twenty percent of students needed developing and understanding more about using math skills to solve simple algebraic equations and inequalities. The results are valid and reliable for the majority of the students. However, students always are still developing in this skill more, so practice is needed so the target results of mastery can be attained for all students to meet the student learning outcome.

**Analysis:** This assignment is relevant and will be used again to assess ability to learn percentages, their relation to fractions and decimals, and their application to word problems. GEO #2 is a reliable assessment for this assignment. Since a large enough percent of the students population in this class are meeting the outcome, but students are encouraged to seek out extra help in the tutoring room.

**Closing the Loop (Reflections on Previous Recommendations):** Mathematics Pre-Algebra is a new course and has not undergone a previous recommendation. However, the student outcome can be enhanced with more hands-on and online practice to improve student performance in these essential



math skills.

**Recommendations for Improvement:** Tutoring assistance in the LAC would also be advised for students who need extra help with this outcome.

**AHSD 6425: LIFE SCIENCE – BIOLOGY**

**SLO#2:** Categorize different representative classifications of life based on comparison and contrast of features indicative of each classification.

**Assessment:** Final exam: multiple choice and short answer.

**Rubric:**

**Mastery (4):** Student can successfully formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification with a score of 90% - 100.

**Accomplished (3):** Student can compare, formulate and apply their knowledge of formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification with a score of 80 % - 89%.

**Adequate (2):** Student can compare formulate and apply their knowledge of formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification with a score of 70 % - 79.

**Developing (1):** Student demonstrate a below satisfactory ability to formulate and apply their knowledge formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to formulate and apply their knowledge formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification.

**Data:** This is one course with one section taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (24 students)	31%	38%	16%	15%	0%

**Analysis and Interpretation:** Thirty-one percent of the students reached mastery on the test. Thirty-eight percent of students were able to accomplish the learning outcome through their understanding and ability to formulate and apply their knowledge formulate and apply their knowledge of different representative classifications of life based on comparison and contrast of features indicative of each classification. Sixteen percent of the students met competency, and fifteen percent of students need additional review and practice in developing their understanding of this learning outcome. The results are representative, valid and reliable, with most students satisfactorily completing the tasks.

**Closing the Loop (Reflections on Previous Recommendations):** Life Science – Biology is a new course and has not undergone a previous recommendation. However, more laboratory hands on practice would enhance student learning in this course.

**Recommendations for Improvement:** Continue as presently doing with increased attention to preparatory bookwork to enhance students' depth of knowledge.

**AHSD 6426: LIFE SCIENCE – PHYSIOLOGY**

**SLO #2: Explain the sequence of organs in organ systems as they relate to the function of the systems.**

**Assessment:** Multiple choice exam

**Rubric:**

**Mastery (4):** Student can explain the sequence of organs as they relate to the function of systems with a score of 90% - 100.

**Accomplished (3):** Student can explain the sequence of organs as they relate to the function of systems with a score of 80 % - 89%.

**Adequate (2):** Student can explain the sequence of organs as they relate to the function of systems with a score of 70 % - 79.

**Developing (1):** Student demonstrate a below satisfactory ability to explain the sequence of organs as they relate to the function of systems with a score of 60 % - 69%.

**Pre-Developing (0):** Student cannot understand, respond, or complete this assignment and scores below 60% in the ability to explain the sequence of organs as they relate to the function of systems.

**Data:** This is one course with one section taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (25 students)	31%	38%	16%	15%	0%

**Results:** Thirty-one percent of the students mastered the assessment, while thirty-eight percent accomplished the assessment. Sixteen percent of the students met competency, while 15% of the students were developing and unable to meet competency in this assessment.

**Analysis:** The results are representative, valid and reliable, with 85% of the students scoring “adequate” or higher. Last year, 78% of the students scored “adequate” or higher - a 7% increase.

**Closing the Loop (Reflections on Previous Recommendations):** Life Science – Physiology is a new course and has not undergone a previous recommendation. However, more laboratory hands on practice would enhance student learning in this course.

**Recommendations for Improvement:** Continue as presently doing with increased attention to preparatory bookwork to enhance students' depth of knowledge.

**AHSD 6437: GRAPHIC ART DESIGN**

**SLO #2: Create digital print designs using well known design software**

**Assessment:** Final class project

**Rubric:**

**Mastery (4):** Student's mastery of software, tools, and techniques is efficient and professional with a composite score of 90% - 100 in creating digital print designs using software.

**Accomplished (3):** Student has provided evidence of above-average competency with tools, techniques, and efficient work system with a composite score of 80 % - 89% in creating digital print designs using software.

**Adequate (2):** Student is able to demonstrate average competency with tools, techniques, and efficient work system with a composite score of 70 % - 79 but is unable to explain why certain techniques worked.

**Developing (1):** Student has attempted to use tools and processes but is unable to complete the steps to create digital print designs using software for the final class project and receives a score of 60 % - 69%.

**Pre-Developing (0):** Student has not completed any of the steps in the final class projects to demonstrate competence and has failed to create a digital print design using software.

**Data:** This is one course with one section taught by one instructor.

**Results:**

Score	4	3	2	1	0
Percent (18 students)	86%	5%	4%	5%	0%

**Analysis:** A substantial number of students met mastery in this final assignment. Instructor relies on one evaluation of student digital and technical ability and completion of projects to assess progress. Still, there is room for improvement for the other 14% to achieve mastery as well in this student learning outcome.

**Closing the Loop (Reflections on Previous Recommendations):** Graphic Art Design is a new course and has not undergone a previous recommendation. However, more hands on practice and technology to enhance student learning in this course to be a valuable experience for increased interest in the skill for higher learning and the workplace.

**Recommendations for Improvement:** Create a form to collect data. Increase more hands on exercises for students' practical learning and depth of knowledge.

**RESOURCES NEEDED/FACULTY SUPPORT**

- More technology in the classroom for student use, which is especially important for those students who do not have access to computers in the home.
- There should be more vocabulary books in the LAC of the CEC. Also, installing vocabulary computer software like the WordSmart High School Excellence series should also be

considered. There are books that have English text on one side and the Spanish translation on the other. Having access to these types of books may also help in vocabulary acquisition.

- More time and possibly stipends to offer adjunct instructors opportunities to attend professional development to enhance classroom instruction on particular topics specific to their discipline and on assessment of student learning outcomes.
- For Graphic Art Design: Instructor requested software Adobe CS. It was installed two and a half months after the class began. Color printer and/or oversized poster printer.
- Supplementary science laboratory supplies, such as foods, plant and animal life, are needed fairly often, supplied on short notice by the teacher; consideration might be given to implementing some sort of streamlined official process.
- Color printer and/or oversized poster printer for Graphics Arts Design.

## 2015 Annual Assessment Report - Reading Program

### English 14 - Critical Reading

**SLO # 5:** Recognize and demonstrate an appreciation for differing perspectives by analyzing pieces of writing that reflect contrasting viewpoints.

**Assessment:**

Assigned two articles and had students research the views from each article and compare them to the ones in the book

**Rubric:**

0: Inadequate: did not read the text or do the assignment

1: Developing: did not have enough basic skills to understand the reading

2: Adequate: understood the basic ideas but could not get beyond distinguishing literal from figurative

3: Accomplished: looked at the literal more than figurative meanings in readings

4: Mastery: had understanding of both literal and figurative meanings of all the readings.

**Data:**

Score	4	3	2	1	0
Percent 100%	13%	17%	17%	17%	37%
24 students)	3	4	4	4	9

**Analysis and Interpretation:**

We found that the students who mastered this assignment were the ones who were studying and keeping up with the class. They were ready for the steps they needed to take to get beyond the type of reading that they had done in the past and were ready to move forward.

**Closing the Loop (Reflections on previous Recommendations):**

We did not assess SLO #5 in the past.

**Recommendations for Improvement:**

The 37 % of students who did not master this assignment were either not interested or just did not give time to the research involved in what they were doing. There was only one in the class who truly had difficulty with the English language. The rest were all prepared and capable of succeeding if they made more of an effort.

#### **Resource Needs:**

The Reading Center needs more research materials to help improve interest in students to get them motivated to do research. Even though English 14 does not have a lab requirement, the Reading Center can have options for students who are not doing well to have research materials for the instructors to assign. More computers in the lab are recommended for the resources needed.

#### **English 415 - Reading for Academic Success**

SLO number and text:

**SLO #5:** Recognize an author's purpose and the author's tone in readings.

#### **Assessment\*:**

Group journal response to the ending of the book with discussion. Follow up with a group letter to Hemingway.

#### **Rubric:**

0: Inadequate: Didn't read the text or do the assignment

1: Developing: didn't have enough basic skills to understand the reading

2: Adequate: understood the basic ideas but couldn't get beyond them

3: Accomplished: focused on the main points of the purpose of the author and tone but didn't have enough analysis

4: Mastery: 5 Went beyond the literal points and was about to explain how the author's purpose and tone developed the story.

#### **Data\*:**

Score	4	3	2	1	0
Percent 100% (21 students)	23% 5	14% 4	5% 1	5% 1	42% 9

#### **Analysis and Interpretation:**

We think overall for the level of class we teach, our students did very well. The ones we are concerned with are the 9 students who didn't do the assignment. Perhaps we should add an assessment to why those students didn't do the assignment. Also, the students who did the assignment did very well with scoring #4 and #3. For this level course, students to score this high on abstract ideas is very difficult to accomplish and we felt that this was very good for English 415.

**Closing the Loop (Reflections on previous Recommendations):**

We didn't assess this SLO #5 in the past.

**Recommendations for Improvement:**

We would like to get more students on board with doing assignments from home. We would recommend incorporating on line homework as a supplement to our regular homework assignments. We would like to offer it as an option for one or two assignments in the semester. Also, We would like to give more background information on the author and the story.

**Resource Needs:**

We think there should be more computers in the reading center to incorporate the on-line supplemental interaction for the novel.

**Course Name and Number: Psychology 1: Introductory Psychology****SLO Number and text:****SLO #3**

Given a topic in psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and popular media in an oral or written report.

**Assessment description**

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports using different types of writing components in their classes. For example one faculty member's assessments are based on 3 write-ups and a group project/presentation examining the relationship between behavior and psychology - current events used to look for these connections.

**Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).

**Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 361 students)	1.2	8.0	18.6	23.3	38.5
Spring 2015	Percent (of total 581 students)	3.8	5.7	14.1	25.0	51.5

**Results and Analysis**

In Fall 2014, of the 361 students assessed, 80.3% received a satisfactory score or higher. In Fall 2015, of the 581 students assessed, 90.5% received a satisfactory score or higher. This is a relatively high success rate and gratifying to see that it is on the rise. Perhaps we will continue to see this trend increase. However, given the nature of students' lives, demands on their time,



effort and under-preparedness, there is only so much that can be attributed to the quality of teaching. As faculty receive greater support and help from current administration as well as decreases in NCN, we can hope to see this SLO see higher success rates.

The inter-faculty reliability of this assessment is reasonably high, even though there isn't a specific tool that all psychology faculty use to assess this SLO. Some faculty used exam questions, others used online discussion posts and assignments, yet others used formal writing assignments to assess this SLO. Writing for psychology and presenting psychological ideas in a written or oral format is a skill that all faculty agree is important, teach and assess in our classes. However the actual content of the assessments have great variation and hence, there might be some error regarding the exact way in which students in different classes are being assessed.

### **Recommendations for Improvement**

While student performance was satisfactory overall, faculty realized that we would benefit from greater discussion about how we are assessing student performance. It would be great to be able to develop a method whereby we are able to sit down together like English faculty in many colleges do, to grade each others' students' written projects to establish common standards. When the calendar permits greater flexibility of faculty time, we look forward to spending more time collaborating in discussions about how our students would benefit most from different kinds of writing, how we might learn from each other about what we emphasize, as well as what assessments might best capture the common intent of each of our backgrounds and emphases. Certainly we have realized that we each emphasize different topics and favor certain knowledge, and students benefit from the diversity of approaches of each teacher. However, we need further discussion among ourselves to better refine/pinpoint what assessment technique would best capture the essence of what all of us believe is necessary for students to have gained upon completion of this course.

Further, it is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours in order to improve outcomes even further.

### **Closing the Loop**

This SLO was last assessed in 2011-12 academic year. In that year the percentage of students achieving a satisfactory score or higher was 76%. In the 2014-15 year this percentage increased to 86% overall, a 10% increase!

## Psychology 2: Physiological Psychology

### SLO #3

Given a topic in biological psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and popular media in an oral or written report.

### Assessment description

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports using different types of writing components in their classes. For example, one faculty's assessments are based on a paper examining scholarly, empirical, current research in biopsychology and a presentation of the same in conjunction with textbook material.

### Rubric used:

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).

### Summary of results in tabular form:

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 131 students)	10.7	6.1	19.1	35.9	28.2
Spring 2015	Percent (of total 181 students)	16.6	8.3	22.7	23.2	29.3

### Results and Analysis

In Fall 2014, of the 131 students assessed, 83.2% received a satisfactory score or higher. In Spring 2015, of the 181 students assessed, 75.1% received a satisfactory score or higher. This is a relatively high success rate that has remained somewhat steady over the year. However, given the nature of students' lives, demands on their time, effort and under-preparedness, there is only

so much that can be attributed to the quality of teaching. As faculty receive greater support and help from current administration, as well as decreases in NCN, we can hope to see this SLO see higher success rates.

The inter-faculty reliability of this assessment is reasonably high, even though there isn't a specific tool that all psychology faculty use to assess this SLO. Some faculty used exam questions, others used online discussion posts and assignments, yet others used formal writing assignments to assess this SLO. Writing for psychology and presenting psychological ideas in a written or oral format is a skill that all faculty agree is important, teach and assess in our classes. However the actual content of the assessments have great variation and hence, there might be some error regarding the exact ways in which students in different classes are being assessed.

### **Recommendations for Improvement**

While student performance was satisfactory overall, we realized that we would benefit from greater discussion about how we are assessing student performance. It would be great to be able to develop a method whereby we are able to sit down together like English faculty in many colleges do, to grade one another's students' written projects. When the calendar permits greater flexibility of faculty time, we look forward to spending more time collaborating in discussions about how our students would benefit most from different kinds of writing, how we might learn from each other about what we emphasize, as well as what assessments might best capture the common intent of each of our backgrounds and emphases. Certainly we have realized that we each emphasize different topics and favor certain knowledge, and students benefit from the diversity of approaches of each teacher. However, we need further discussion among ourselves to better refine/pinpoint what assessment technique would best capture the essence of what all of us believe is necessary for students to have gained upon completion of this course.

Further, it is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours to see greater improvements on this SLO.

### **Closing the Loop**

This is the first time this SLO has been assessed by our department because after the first year of assessments, it was deemed that the SLOs for Psychology 2 needed to be changed because the previous versions did not lend themselves to assessment.

## Psychology 5: Research Methods

### SLO #4

4. Students will demonstrate an understanding of ethical principles in psychological research.

#### Assessment

All Psych 5 faculty participated in the assessment using the attached rubric. One faculty described their assessment thus: “Students were asked questions on exam assessing their understanding of ethical principles in psychological research ” A second faculty described it thus: “combined their Research Paper Score, their Group Presentation Score, their literature search score, along with a quiz, a few questions on one of the midterms, and a few questions on the cumulative final that address designing testable hypotheses, selecting research methods that best suit particular research topics and analyzing research findings.”

#### Rubric used

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate an understanding of ethical principles in psychological research.	Demonstrates inconsistent or imprecise ability to demonstrate an understanding of ethical principles in psychological research.	Demonstrates adequate ability to understand ethical principles in psychological research.	Demonstrates informed understanding of ethical principles in psychological research.	Consistently demonstrates exemplary understanding of ethical principles in psychological research.

#### Summary of results in tabular form:

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 71 students)	4.2	5.6	19.7	26.8	43.7
Spring 2015	Percent (of total 64 students)	3.1	6.3	26.7	29.7	34.4

#### Results and Analysis

In Fall 2014, of the 71 students assessed, 90.1% received a satisfactory score or higher. In Spring 2015, of the 64 students assessed, 90.6% received a satisfactory score or higher. This is a high success rate that has remained somewhat steady over the year. As faculty receive greater support and help with current administrative support as well as decreases in NCN, we can hope to have students achieve this SLO at ever higher rates.

The inter-faculty reliability of this assessment can be assumed to be reasonably high, even though there isn't a specific tool that all psychology faculty use to assess this SLO. Some faculty used exam questions, others used online discussion posts and assignments, yet others used formal writing assignments to assess this SLO. There is no ambiguity about how important ethical issues are in research and that they should be discussed and taught in the research methods course extensively. However the actual content of the assessments have great variation

and hence, there might be some error regarding the exact way in which students in different classes are being assessed.

### **Recommendations for Improvement**

One faculty member describes the issues thus: “While I provide students with the worksheets, I think the students would benefit from more discussion of these issues in class. This may help students understand the complexity that ethical issues sometimes pose for the researcher. Furthermore, it would allow me to determine the concepts students are having the most trouble understanding or applying.”

In general it would be beneficial to have students come better prepared with reading, writing and content skills such that faculty teaching research methods can focus on the content issues addressed in this SLO, and can delve into them in greater depth. Having students visit the learning center earlier and often (and having psychology tutors who are equipped to help them) would greatly enhance learning.

### **Closing the Loop**

This is the fourth year of preparing Annual Assessment Reports and the first year that this SLO is being assessed. Hence there is no baseline comparison or earlier recommendations to compare to.

## **Psychology 21: Developmental Psychology: The Child**

### **SLO #4**

Students will identify and analyze how cultural economic, political and historical contexts affect children's development

### **Assessment**

Faculty assessed students' ability to identify and analyze how cultural economic, political and historical contexts affect children's development. All three full time faculty teaching this class in fall 2014 and spring 2015 took part in the assessment. Faculty discussed what data they would be using for the assessment. One faculty member used informal writing assignments from the course to determine student ability, while another used exam two which included 60 multiple choice and a three page essay to assess this learning outcome. The third faculty member combined questions from quizzes, midterms and the final that were all related to how cultural economic, political and historical contexts affect children's development.

### **Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet identify and analyze how cultural, economic, political and historical contexts affect children's development.	Demonstrates inconsistent or imprecise ability to identify and analyze how cultural, economic, political and historical contexts affect children's development.	Demonstrates adequate ability to identify and analyze how cultural, economic, political and historical contexts affect children's development.	Demonstrates informed understanding of how to identify and analyze how cultural, economic, political and historical contexts affect children's development.	Consistently demonstrates exemplary understanding of how to identify and analyze how cultural, economic, political and historical contexts affect children's development.

### **Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 63 students)	4.8	7.9	36.5	25.4	25.4
Spring 2015	Percent (of total 138 students)	6.5	9.4	34.1	29	21

### **Results and Analysis**

In Fall 2014, of the 63 student assessed, 87.3% received a satisfactory score or higher. In Spring 2015, of the 138 students assessed, 84.1% received a satisfactory score or higher. The inter-

faculty reliability of the assessment tools used might be increased by faculty discussing and perhaps preparing a common assessment tool to measure this SLO. While it is quite clear that all faculty appreciate the importance of contexts in children's development and address those issues adequately in all course sections, the ways in which faculty choose to assess these outcomes is varied. The value that students stand to gain from these varied approaches might outweigh the possible gains from common assessment tools however.

### **Recommendations for Improvement**

While student performance was satisfactory overall, we realized that we would benefit from greater discussion about how we are assessing student performance. Further, it is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours.

### **Closing the Loop**

This is the fourth year of preparing Annual Assessment Reports and the first year that this SLO is being assessed. Hence there is no baseline comparison or earlier recommendations to compare to.

## **Psychology 22: Developmental Psychology: The Adult**

### **SLO #3**

Given a topic in adult developmental psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and/or popular media in a written or oral report.

### **Assessment**

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports during the second half of the semester using the attached rubric. This assessment was based on a case report including a proposal, interview, and analysis of one individual.

### **Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply adult development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply adult development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply adult development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply adult development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply adult development psychological concepts and theories to scientific and/or popular media (in a written or oral report).

### **Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 30 students)	10.0	0	13.3	23.3	53.3
Spring 2015	Percent (of total 39 students)	12.8	0	10.2	23.1	53.8

### **Results and Analysis**

In Fall 2014, of the 30 students assessed, 90% received a satisfactory score or higher. In Spring 2015, of the 39 students assessed, 87.2% received a satisfactory score or higher. This is a relatively high success rate and relatively stable across the two semesters. However, given the nature of students' lives, demands on their time, effort and under-preparedness, there is only so



much that can be attributed to the quality of teaching. As faculty receive greater support and help with current administrative support as well as decreases in NCN, we can hope to see this SLO see higher success rates. Of the 10-12 percent of students who performed below acceptable on this SLO, it might be noted that all fell into the completely inadequate category perhaps because many failed to turn in the assignment altogether or because of inadequate preparation simply did not achieve this outcome at all.

Only one faculty member teaches one section of this course offered each semester so assessments are reliable and valid.

### **Recommendations for Improvement**

It is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours. As mentioned earlier the rates of students not achieving this outcome might simply be the result of inadequate preparation and therefore the addition of an English pre-requisite might, for example increase the already spectacular rates of achievement in this course.

### **Closing the Loop**

This SLO was last assessed in 2011-12 academic year. In that year the percentage of students achieving a satisfactory score or higher was 88%. In the 2014-15 year this percentage has remained exactly the same. It is certainly an impressive achievement anyway and so we are relatively pleased with the outcomes as they stand.

## **Psychology 24: Lifespan Developmental Psychology**

### **SLO #3**

Given a topic in lifespan developmental psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and/or popular media in a written or oral report.

### **Assessment**

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports during the second half of the semester using the attached rubric. Only one full time faculty member collected data regarding this assessment for one semester in Fall 2014. No full time faculty taught this course in Spring 2015.

### **Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply lifespan development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply lifespan development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply lifespan development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply lifespan development psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply lifespan development psychological concepts and theories to scientific and/or popular media (in a written or oral report).

### **Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 31 students)	16.1	12.9	58.1	9.7	3.2

### **Results and Analysis**

In Fall 2014, of the 31 students assessed, 71% received a satisfactory score or higher. As compared to other assessments this is a very low rate of SLO achievement. This low rate might be attributable to a number of factors including the fact that a large majority of the students enrolling for this course do so to fulfill a requirement to apply for the nursing program. Hence the level of preparation they come in to the course with includes minimal writing and

communication competency. There is no English or Psychology prerequisite and many students are focused on science and math competency in contrast with oral and written communication. Only one faculty member teaches one section of this course offered each semester so assessments are reliable and valid.

### **Recommendations for Improvement**

It is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours. As mentioned earlier the rates of students not achieving this outcome might simply be the result of inadequate preparation and therefore the addition of an English pre-requisite might, for example increase the rates of achievement in this course. Perhaps students need to be given sample papers to work off of. Perhaps the theoretical psychological emphasis of the course might be adjusted to accommodate for the student population most served by this course (pre-Nursing majors).

### **Closing the Loop**

This SLO was last assessed in 2011-12 academic year. In that year the percentage of students achieving a satisfactory score or higher was 85%. In the 2014-15 year this percentage has dropped, and part of the reason for this might be that only one course section was assessed for one semester in this academic year lowering the sample size assessed dramatically.

## **Psychology 25: Human Sexuality**

### **SLO #3**

Given a topic in psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and/or popular media in a written or oral report.

### **Assessment**

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports during the second half of the semester using the attached rubric. Only one full time faculty member taught this class in fall 2014 and spring 2015 took part in the assessment. They described the assessment tool thus: "Reaction Paper 4" – in this written assignment students had to read a research article on pornography addiction, then apply concepts learned from lecture and Ted Talk on how brain functions are altered by sex addiction. 1-2 pages."

### **Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply human sexuality concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply human sexuality concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply human sexuality concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply human sexuality concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply human sexuality concepts and theories to scientific and/or popular media (in a written or oral report).

### **Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 67 students)	0	1.5	1.5	20.9	76.1
Spring 2015	Percent (of total 71 students)	0	0	2.8	5.6	91.5

### **Results and Analysis**

In Fall 2014, of the 67 students assessed, 98.5% received a satisfactory score or higher. In Spring 2015, of the 71 students assessed, 100% received a satisfactory score or higher. This is a

spectacular success rate and relatively stable across the two semesters. Only one faculty member teaches one section of this course offered each semester so assessments are reliable and valid.

### **Recommendations for Improvement**

There is very little room for improvement except in terms of getting all students to turn in their assignments. It is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours. As mentioned earlier the rates of students not achieving this outcome might simply be the result of inadequate preparation and therefore the addition of an English pre-requisite might, for example increase the already spectacular rates of achievement in this course.

### **Closing the Loop**

This SLO was last assessed in 2011-12 academic year. In that year the percentage of students achieving a satisfactory score or higher was 68%. In the 2014-15 year this percentage has increased dramatically. The following of the recommendations from the previous cycle have led to the increase in achievement.

## **Psychology 29: Psychology of the Afro-American**

### **SLO #3**

Given a topic in psychology, students will demonstrate their ability to research and apply psychological concepts and theories to scientific and/or popular media in a written or oral report.

### **Assessment**

Faculty assessed students' ability to research and apply psychological concepts and theories to scientific and popular media in written reports during the second half of the semester using the attached rubric. Only one full time faculty member taught this class in fall 2014 and spring 2015 took part in the assessment. The assessment was as follows: ““Literature Review” – students had to choose a topic in psychology and find studies on their topic that focus on African American population. (example: depression in African American women). 8-10 pages, APA style.”

### **Rubric used:**

BEGINNING	DEVELOPING	SATISFACTORY	COMPETENT	MASTERY
Does not yet demonstrate the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates inconsistent/imprecise ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates adequate ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Demonstrates informed understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).	Consistently demonstrates exemplary understanding through the ability to research and apply psychological concepts and theories to scientific and/or popular media (in a written or oral report).

### **Summary of results in tabular form:**

Semester	Score	0	1	2	3	4
Fall 2014	Percent (of total 26 students)	0	11.5	15.4	46.2	26.9
Spring 2015	Percent (of total 38 students)	0	28.9	15.8	39.5	15.8

### **Results and Analysis**

In Fall 2014, of the 26 students assessed, 88.5% received a satisfactory score or higher. In Spring 2015, of the 38 students assessed, 71.1% received a satisfactory score or higher. This is a

reasonable success rate and relatively stable across the two semesters\*\*\*. Only one faculty member teaches one section of this course offered each semester so assessments are reliable and valid.

### **Recommendations for Improvement**

An Introduction to Psychology prerequisite for this course would better prepare students to take general psychological principles and apply them to this specific group of people. It has been decided that the method of assessment should be changed to better fit the course and the SLO. An English prerequisite would also be advisable and beneficial. Study and writing skills need to be supported with early and regular visits to the social science learning lab as well as the instructors' office hours. It is recommended that students be directed earlier and more often to the social science learning center, library and faculty office hours. As mentioned earlier the rates of students not achieving this outcome might simply be the result of inadequate preparation and therefore the addition of an English pre-requisite might, for example increase the already reasonable rates of achievement in this course.

### **Closing the Loop**

This SLO was last assessed in 2011-12 academic year. In that year the percentage of students achieving a satisfactory score or higher was 39%. In the 2014-15 year this percentage has increased dramatically. The following of the recommendations from the previous cycle have led to the increase in achievement.

AAR 2014 F'14-Sp '15

Faculty lead does not have time to follow up with colleagues or edit this document due to multiple additional lengthy projects.

### Assessment Data TVR 007 CRN 5083 SLO 1 Fall 2014

TVR 007 SLO 1: Create introductory level multi-camera productions using written, oral and/or audio-visual methods.

#### Assignment: Pre-Production Package for a Two Talent Newscast

	Exemplary	Acceptable	Developing	Does not meet standard
	4 points	3 points	2 points	1 point
Students	6	6	0	0
	50%	50%	0%	0%

#### Assessment tool/rubric

Porreca

TVR 007

Student's Name \_\_\_\_\_

#### Assessment for Pre-Production Package for a Two Talent Newscast

TVR 007 SLO 1: Create introductory level multi-camera productions using written, oral and/or audio-visual methods.

This is a 15 point assignment. The maximum points awarded for each element are listed below.

- /1   1) Crew Positions – 2 copies complete and word processed
- /2   2) Floor Plan / Lighting Grid complete and legible
- /2   3) Marked Script – legible properly marked with the correct abbreviation. Shots are Numbered.
- /2   4) Graphics – matte finished, high resolution, 16 X 9 aspect ratio possible



- /1 5) Shot Cards – appropriate size, neat with correct shot type and sequence
- /1 6) Head End / Back End Credits on template that notes position and size of text as well as the font to be used on the Chyron
- /1 7) Talent Description - complete
- /1 8) MUSIC - public domain or copy right cleared track and tile noted
- /4 9) OVERHAUL NEATNESS and APPEARANCE

Total     /15

Grade Scale	Rubric Score
15 - 14 = A	4
13 - 12 = B	3
11 - 10 = C	2
9 - 8 = D	1
7 - 0 = F	0

**Assessment:** A total of 12 students were assessed in the fall of 2014 in CRN 5083. Critical thinking, creative communication and collaboration are all required for the success in this assignment. Students were exposed to multiple descriptions and examples of all of the elements of a pre-production package and were allowed to look at 12 previously graded packages as of examples of both suitable and unsuitable submissions. These packages were discussed in small groups with the hope that collaborative analysis would prove to be enlightening for most students. My assessment took into consideration: Neatness and appearance, script marking, floor plan/lighting plot, shot cards and graphics.

**Analysis:** I believe the results are reliable and valid based on the students' overall performance in the class in terms of all of their assignments and test scores. All of the students from this section fall into exemplary or acceptable categories. The newscast is the capstone assignment for TVR 007. Students are lectured on each element of the pre-production package. 12 hours of class are devoted to these elements and this package. The results of the assessment are not surprising, rather, they are expected. Students are downgraded for omissions. Students also lose points when the pre-production package is not neat, complete or has the look of a professional presentation and when a member of the production team is late to class on production day.

**Recommendations:** This is the second semester of a totally redesigned course that emphasizes production much more than the previous course. I expected that the scores for this assignment to be high and the execution of the productions to be largely better than in the "old" TVR 7. This is exactly what has happened. I have considered the AAR Rubric for 2014 and I honestly cannot think of means to improve on student success for this assignment. In terms of closing the loop, there just isn't an opening. I assignment was thoughtfully created. There was ample time and examples provided and I am satisfied that I created an assignment with an assessment that is meaningful and complete. This assignment was initially created 10 years ago and has been repeatedly "tweaked" over the years. There is no further plan of action at this time.

Assessment Data TVR 007 CRN 2361 SLO 1 Fall 2014

TVR 007 SLO 1: Create introductory level multi-camera productions using written, oral and/or audio-visual methods.

### Assignment: Pre-Production Package for a Two Talent Newscast

	Exemplary	Acceptable	Developing	Does not meet standard
	4 points	3 points	2 points	1 point
Students		13		
	0%	100%	0%	0%

**Assessment:** A total of 13 students were assessed in the fall of 2014 in CRN 2361. Critical thinking, creative communication and collaboration are all required for the success in this assignment. Students were exposed to multiple descriptions and examples of all of the elements of a pre-production package and were allowed to look at 12 previously graded packages as of examples of both suitable and unsuitable submissions. These packages were discussed in small groups with the hope that collaborative analysis would prove to be enlightening for most students. My assessment took into consideration: Neatness and appearance, script marking, floor plan/lighting plot, shot cards and graphics.

**Analysis:** I believe the results are reliable and valid based on the students' overall performance in the class in terms of all of their assignments and test scores. All of the students from this section fall into the acceptable category. The newscast is the capstone assignment for TVR 007. Students are lectured on each element of the pre-production package. 12 hours of class are devoted to these elements and this package. The results of the assessment are not surprising, rather, they are expected. Students are downgraded for omissions. Students also lose points when the pre-production package is not neat, complete or professional looking and when a member of the production team is late to class on production day.

**Recommendations:** This is the second semester of a totally redesigned course that emphasizes production much more than the previous course. I expected that the scores for this assignment to be high and the execution of the productions to be largely better than in the "old" TVR 7. This is exactly what has happened. I have considered the AAR Rubric for 2014 and I honestly cannot think of means to improve on student success for this assignment. In terms of closing the loop, there just isn't an opening. I assignment was thoughtfully created. There was ample time and examples provided and I am satisfied that I created an assignment with an assessment that is meaningful and complete. This assignment was initially created 10 years ago and has been repeatedly "tweaked" over the years. There is no further plan of action at this time.

Course number and title: TVR 12 – "Announcing & Performing in Electronic Media"

SLO number and text: SLO#1 - Present a variety of scripts in a video and audio context, using both verbal and physical performance techniques.

Assessment: Produce and perform a live, stand-up newscast for television utilizing both verbal and non-verbal performance techniques, and to time.

Rubric:

Criteria	Mastery 4	Accomplished 3	Adequate 2	Developing 1	Inadequate 0
Present a variety of scripts in a video and audio context, using both verbal and physical	Formulates appropriate and compelling content to illustrate mastery of formatics and delivery system. Develops ideas thoroughly and clearly. Skillfully expressed newscast. Central message is compelling and appropriate, given format. Could be used as a model of how to fulfill the assignment.	Formulates appropriate and compelling content to effectively communicate the formatics and delivery system. Develops ideas with clarity. Work follows all requirements for the assignment. Expresses a clear, and professional performance.	Formulates appropriate and compelling content to effectively communicate the formatics and delivery system. Most ideas developed with clarity and some complexity. Work follows all requirements for the assignment. Expresses a clear, coherent newscast.	Some attempt to use appropriate and compelling content effectively communicate the formatics and delivery system. Most ideas lack development, clarity and/or complexity. Some requirements for the assignment may not have been fulfilled. Attempts to provide some appropriate formatics and content. Some disorganization and inconsistent development. Performance is basically understandable.	Minimal attempt to use appropriate and compelling content; minimal development of ideas; may lack clarity, formatics may be consistently lacking in required criteria. Many requirements for the assignment may not have been fulfilled. Inappropriate or insufficient formatics and content. Inadequate organization and/or development. Performance is lacking, overall.

Data\*:

Score	4	3	2	1	0
Percent (23 students)	52%	39%	.04 %	0%	.04%

Analysis and Interpretation: Overall, students did exceptionally well on this assignment. One student failed to complete the assignment. For those who attempted this project, they met and exceeded expectations. Although we believe that the SLO is appropriate for the GEO of “communication,” we believe that a series of assignments would better reflect whether or not students have met this SLO. This assignment assesses the news format, only. We do believe that this rubric is a valid assessment tool for this SLO.

Closing the Loop (Reflections on previous Recommendations): As this is the first time this SLO has been measured in this course, there is little to reflect on presently. As noted above, so far we do not believe that this SLO needs to be changed, nor the rubric. However, the assessment tools need to be changed to reflect the language of the SLO (multiple formats). The assessment tool to measure this SLO is a 1-minute television newscast. Although it does accurately speak to the SLO, it only does so in one format, that of “news”.

The textbook seems ideal for the class, but lecturing and demos are what we believe accounts primarily for current retention rates for this SLO/evaluation tool. Over 90% of students received an A or B on this assignment, which is an outstanding result, as a 70% retention rate is satisfactory/acceptable for this course.

Access to a video recorder and outboard mic is necessary to perform this assignment, if we wish to continue recording and playing back these performances in class for peer review. At present, the current instructor uses her own equipment. This is obviously not ideal.

Recommendations for Improvement: Provide a more thorough introduction to writing for news broadcasting will help students to avoid “ripping and reading”. As noted above, Identify another assessment tool to measure this SLO; one that speaks to multiple formats.

Course number and title: TVR 14A – “Beginning Radio Production”

SLO number and text: SLO#1 - Produce beginning-level radio content in a variety of current formats using written, oral and audio delivery methods.

Assessment: Write, produce and perform a 4-minute newscast that incorporates both “readers” and produced “wrappers,” to time.

Rubric:

Criteria	Mastery 4	Accomplished 3	Adequate 2	Developing 1	Inadequate 0
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Produce beginning-level radio content in a variety of current formats using written, oral and audio delivery methods.	Formulates appropriate and compelling content to illustrate mastery of formatics and delivery system. Develops ideas thoroughly and clearly. Skillfully expressed newscast. Central message is compelling and appropriate, given format. Could be used as a model of how to fulfill the assignment.	Formulates appropriate and compelling content to effectively communicate the formatics and delivery system. Develops ideas with clarity. Work follows all requirements for the assignment. Expresses a clear, and professional performance.	Formulates appropriate and compelling content to effectively communicate the formatics and delivery system. Most ideas developed with clarity and some complexity. Work follows all requirements for the assignment. Expresses a clear, coherent newscast.	Some attempt to use appropriate and compelling content effectively communicate the formatics and delivery system. Most ideas lack development, clarity and/or complexity. Some requirements for the assignment may not have been fulfilled. Attempts to provide some appropriate formatics and content. Some disorganization and inconsistent development. Performance is basically understandable.	Minimal attempt to use appropriate and compelling content; minimal development of ideas; may lack clarity, formatics may be consistently lacking in required criteria. Many requirements for the assignment may not have been fulfilled. Inappropriate or insufficient formatics and content. Inadequate organization and/or development. Performance is lacking, overall.
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Data\*:

Score	4	3	2	1	0
Percent (15 students)	66%	.13%	.06 %	0%	.13%

## Annual Assessment Report – Chinese 2014-2015

### Fall 2014

#### 1. Chinese 1: Elementary Chinese (Mandarin)

**SLO #1:** Listening and Speaking: Apply basic vocabulary, grammar, and pronunciation to understand and produce minimal courtesies, narratives, and descriptions on the topics of personal information, family, school, and daily routine.

#### Assessment:

Dialogue: Students were asked to perform a dialogue in which they asked and responded to questions in Chinese. Students were assessed every 5 weeks, altogether 3 times in the semester.

#### Rubric:

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding.
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.
- 4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data:** 7 sections were offered, and 7 sections were assessed.

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
152 students	58	38.16%	48	31.58%	17	11.18%	14	9.21%	5	3.29%

#### Analysis and Interpretation:

The SLO was finalized after years of vigorous discussion and revision. It follows the ACTFL guidelines for foreign languages and will be accepted worldwide as a standard SLO for Chinese 1 instruction. The rubric was also discussed and revised in the foreign language meetings by all foreign language instructors. We believe the results are valid and reliable. We are pleased to find that most students (70%) in Fall 2014 received adequate scores, due to their vigorous preparation prior to the assessment.

#### Closing the Loop (reflections on previous recommendations):

The last assessment on SLO #1 was in Fall 2012. In Fall 2012 most students (79%) received Mastery and Accomplished scores. Our recommendation was to design varied speaking activities to engage the students. The results this year indicated that this recommendation was effective, since the students this year were able to maintain excellent performance.

#### Recommendations for Improvement:

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. However, speaking a foreign language is difficult. The instructors could design varied oral activities to engage the students. More tutoring hours dedicated to speaking exercises would also be helpful.

**Resource Needs:** More tutoring hours in LAC to provide speaking practices.

## **2. Chinese 2: Elementary Chinese (Mandarin)**

**SLO #1:** Listening and Speaking: Apply basic vocabulary, grammar, and pronunciation to communicate the functions of ordering food, shopping, making requests, extending or accepting invitations, asking for or giving directions, and to discuss topics such as hobbies, weather, transportation, and travel plans

### **Assessment:**

Students were divided in groups of 2 or 3, given situational-based topics by the instructor, and asked to produce 1-2 dialogues that provided evidence of learning, such as telling directions, ordering food, or shopping for clothes.

### **Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data: 2 sections were offered, and 2 sections were assessed.**

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
51 students	30	58.82%	17	33.33%	1	1.96%	3	5.88%	0	3.51%

### **Analysis and Interpretation:**

In Fall 2014, more than 58% of the students achieved the “Mastery” level, and 33% of the students achieved the “Accomplished” level in the class. Using daily expressions in Chinese is important and the results were very satisfactory.

### **Closing the Loop (Reflections on previous recommendations):**

More task-based activities, such as shopping or comparing different Chinese cuisines, are created. These tasks can encourage students to engage in more conversations.

### **Recommendations for Improvement:**

Sources of situational-oriented video clips need to be identified and make them available on Canvas for our students. Students are encouraged to produce more daily conversations based on patterns taught in class. Faculty also needs to provide immediate feedback.

**Resource Needs:** More theme-based video clips can be found in YouTube.

## **3. Chinese 2A: Elementary Chinese (Mandarin) for Advanced Beginners**

**SLO #1:** Apply vocabulary, grammar, and pronunciation to communicate the functions of providing/inquiring personal and family background, college life, general geography/history of China, Chinese language, Chinese food and dining etiquettes.

**Assessment:**

Students were asked to perform 1 individual oral presentation and 2 situational role-plays related to the topics of the lessons covered. The performances were assigned after the completion of the lessons on those topics.

**Rubric:**

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.
- 4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data: 1 section was offered, and 1 section was assessed.**

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
13 students	10	76.92%	3	23.08%	0	0%	0	0%	0	0%

**Analysis and Interpretation:**

In Fall 2014, 76.92% of the students achieved the "Mastery" level, and 23.08% of the students achieved the "Accomplished" level in the class. No students achieved below "Accomplished" level. This is a class for heritage Chinese speakers. Students were able to demonstrate their oral proficiency with proper instructions and guidance. The assessment tool aligns with this SLO. The rubric was discussed and revised in the foreign language meetings by all foreign language faculty.

**Closing the Loop (Reflections on previous recommendations):**

This SLO was last assessed in Fall 2012. In Fall 2012 there were 75% of the students achieved "Accomplished" level or above. Our recommendation was to assign other oral activities that students perform outside of class and submit the performance as audio or video file via Canvas in addition to in class oral presentations. The result of 100% of students achieved "Accomplished" level or above indicated this recommendation was effective.

**Recommendations for Improvement:**

The SLO statement and the rubric are clear, and the assessment tool is fair and effective. In addition to in class oral presentations and synchronous oral communications, we recommend to assign more asynchronous oral activities via social media tools such as WeChat or VoiceThread.

**Resource Needs:** VoiceThread license supported by the college.

**4. Chinese 3: Intermediate Chinese (Mandarin)**

**SLO #1:** Apply vocabulary, grammar, and pronunciation to understand simple public announcements, warnings, and instructions, etc., and interact orally in everyday social situations of Chinese speaking communities.

**Assessment:**



Students were asked to perform 2 individual oral presentations and 1 situational role-plays on topics related to the lessons covered. The performances were assigned after the completion of the lessons on those topics.

**Rubric:**

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.
- 4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data: 2 sections were offered, and 1 section was assessed.**

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
22 students	13	59.09%	5	22.73%	1	4.55%	2	9.09%	0	0%

**Analysis and Interpretation:**

In Fall 2014, 59.09% of the students achieved the "Mastery" level, and 22.73% of the students achieved the "Accomplished" level in the class. However, there are 13.64% of the students struggling to communicate orally at intermediate level. The assessment tool aligns with this SLO. The rubric was discussed and revised in the foreign language meetings by all foreign language faculty.

**Closing the Loop (Reflections on previous recommendations):**

The percentages of the students achieving at "Mastery" and "Accomplished" levels increase slightly comparing to the achievement at the same levels when this SLO was last assessed in Fall 2012. Our recommendation was to assign other oral activities that students perform outside of class and submit the performance as audio or video file via Canvas in addition to in class oral presentations. The improved result this year indicated that the recommendation was effective.

**Recommendation for Improvement:**

The SLO statement and the rubric are clear, and the assessment tool is fair and effective. In addition to in class oral presentations or guided dialogues, we recommend to have more asynchronous communications via social media tools such as WeChat or VoiceThread to provide students more opportunities to practice their oral skills.

**Resource Requests:**

- 1. VoiceThread license supported by the college
- 2. More authentic video clips from Chinese speaking communities

**5. Chinese 4: Intermediate Chinese (Mandarin)**

**SLO #1:** Listening and Speaking: Apply vocabulary, grammar, and pronunciation to understand details of conversation in descriptive material, fully participate in casual conversations, and give instructions and simple reports with supporting data.

**Assessment:**

Oral evaluation final: Students performed orally in a dialogue where two students asked and responded to questions pertaining to the topics given by the instructor. Students were assessed every 5 weeks, altogether 3 times in the semester.

**Rubric:**

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding.
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.
- 4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data:** 2 sections were offered, and 2 sections were assessed.

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
48 students	18	37.50%	18	37.50%	10	20.83%	2	4.17%	0	0%

**Analysis and Interpretation:**

The SLO was finalized after years of vigorous discussion and revision. It follows the ACTFL guidelines for foreign languages and will be accepted worldwide as a standard SLO for Chinese 4 instruction. The rubric was also discussed and revised in the foreign language meetings by all foreign language instructors. We believe the results are valid and reliable. We are pleased to find that most students (75%) received Mastery and Accomplished scores.

**Closing the Loop (reflections on previous recommendations):**

The last assessment on SLO #1 was in Fall 2012 and Spring 2013. In the 2012-2013 academic year, the majority of students (over 80%) achieved high scores in this speaking assessment. Our recommendation was to design varied speaking activities to engage the students. The results this year indicated that this recommendation was effective, since the students this year were able to maintain excellent performance.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. However, speaking a foreign language is difficult and intimidating. Instructors could design varied speaking activities to engage the students. More tutoring hours dedicated to speaking exercises would also be helpful.

**Resource Needs:** More tutoring hours in LAC to provide oral practices.

**6. Chinese 10: Chinese Civilization**

**SLO #1:** Describe the historical contributions of important people in Chinese history.

**Assessment:**

Students in an essay exam for the mid-term were asked to write in detail about the lives of famous people in early Chinese history, their impact and analysis of them from a modern point of view.

**Rubric:**

- 0: Unable to identify or describe the contributions of any given name.
- 1: Identifies only one or two names with very little description, so that the understanding is unclear.
- 2: Identifies some names with some correct descriptions, demonstrating superficial understanding.
- 3: Identifies some names correctly with enough detailed descriptions, demonstrating a clear understanding.
- 4: Identifies most names correctly and give effective and clear descriptions, demonstrating a deep understanding.

**Data:** 4 sections of the Chinese Civilization class are offered per semester and all 4 were assessed. A total of 112 students were evaluated.

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
112 students	8	7.14%	38	33.93%	47	41.96%	18	16.07%	1	0.89%

**Analysis and Interpretation:**

Based on the rubric designed for this assessment, in fall 2014 there were 7.14% of the students who scored the highest score, and 33.93% scored at the second highest score. There were about 41.96% of students scored the third highest score. There were about 16.96% of the students who scored at the two lowest level scores.

**Closing the Loop (Reflections on Previous Recommendations):**

Have added analysis of some Chinese feature films to be used as literature like “Crouching Tiger, Hidden Dragon” and “The Wedding Banquet.” Literary analysis of the movies was done by the students to analyze certain aspects of Chinese culture such as religions, revolutionary or tradition vs. modernity. This was done in the final exam.

**Recommendation for Improvement:**

Most students received high scores, due to their dedicated preparation prior to the essay exam. Recommendation for improvement at this point is to perhaps use more short answer exams to perhaps cover more figures in Chinese history, or cover important historical figures in more detail in the course lectures. Also another idea would be to raise the difficulty of the class by having students prepare for two essays but not know which one they will (randomly) receive on the day of the exam.

**Resource Needs:** Video sources for historical Chinese dramas.

**7. Chinese 12: Chinese Literature in Translation**

**SLO #1:** Distinguish the different principal genres of Chinese literature and their characteristics.

**Assessment:**

The students were assessed twice throughout the semester. In the midterm and final exam, students were asked to provide answers to identify the different genres of Chinese literature and describe their characteristics.

**Rubric:**

- 0: Unable to identify or describe any genre.
- 1: Identifies only one or two genres with very little description, so that the understanding is unclear.
- 2: Identifies some genres with some correct descriptions, demonstrating superficial understanding.
- 3: Identifies some genres correctly with enough detailed descriptions, demonstrating a clear understanding.
- 4: Identifies most genres correctly and give effective and clear descriptions, demonstrating a deep understanding.

**Data: 1 section was offered, and 1 section was assessed.**

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
23 students	7	30.43%	15	65.22%	0	0%	0	0%	1	4.35%

#### **Analysis and Interpretation:**

In the fall semester of 2014, more than 95% of the students achieved “mastery” and “accomplished” level in this assessment. Identifying genres and their characteristics in Chinese literature is relatively straightforward, and the results were more than satisfactory.

#### **Closing the Loop:**

This assessment was last evaluated in the semester of Fall 2012. We recommended more small-group discussions and small-scale research projects to enhance the students’ understanding of genres. The above measures seem to be effective, as student performance has improved from last time.

#### **Recommendation for Improvement:**

The student performance in this learning outcome can be further improved so that more students could receive the highest score. A lot of formal aspects of Chinese genres are lost in English translation. More audio and video clips in the original language could be included in class instruction to illustrate the formal aspects of literary genres.

**Resource Needs:** Video sources for traditional Chinese poetry recitation and Chinese opera plays so the students could experience these genres in their original form.

### **8. Chinese 22: Chinese Calligraphy**

**SLO #1:** Identify five different scripts of Chinese calligraphy and describe their characteristics.

#### **Assessment:**

Short Answer test: When given various writing samples in different scripts, the student provides short answers to identify and describe the five different scripts in Chinese calligraphy. Students were assessed twice in the semester, once in the midterm and the other in the final.

#### **Rubric:**

- 0: Unable to identify or describe any script.
- 1: Identifies only one or two scripts with very little description, so that the understanding is unclear.
- 2: Identifies at least three scripts with some correct descriptions, demonstrating superficial understanding.

- 3: Identifies at least four scripts correctly with enough detailed descriptions, demonstrating a clear understanding.
- 4: Identifies all five scripts correctly and give effective and clear descriptions, demonstrating a deep understanding.

**Data:** 1 section was offered, and 1 section was assessed.

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
24 students	13	54.17%	5	20.83%	5	20.83%	1	4.17%	0	0%

#### **Analysis and Interpretation:**

The SLO and rubric were finalized through the discussion in the meetings with the entire foreign language faculty. We believe the results are valid and reliable. 75% of the students received the two highest scores, so we believe the results are more than satisfactory.

#### **Closing the Loop (reflections on previous recommendations):**

The last assessment on SLO #1 was in Spring 2014. The majority of students (over 80%) achieved high scores in that semester. We recommended for the faculty to continue their efforts in training the students in different scripts of Chinese calligraphy. The results this year indicated that this recommendation was effective, since the students this year were able to maintain excellent performance.

#### **Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. Since the majority of students achieved this learning outcome with the highest score. There is no recommendation for improvement at this point. Faculty will continue their efforts of engaging students in understanding Chinese calligraphic scripts.

**Resource Needs:** Some small funds to purchase supplies for students to master the different scripts of Chinese calligraphy.

### **9. Chinese 150A: Chinese for Business and Travel**

**SLO #1:** Employ appropriate conversational Chinese necessary for basic business interaction and/or travel

#### **Assessment:**

Students were asked to create dialog related to basic business interaction and travel. Students were assessed every 5 weeks, altogether 3 times in the semester.

#### **Rubric:**

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding.
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.

4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data:** 2 sections were offered, and 2 sections were assessed.

Fall 2014	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
35 students	20	57.14%	8	22.86%	2	5.71%	3	8.57%	2	5.71%

**Analysis and Interpretation:**

In Fall 2014, 80% of the students in the class achieved the “Mastery” level and the “Accomplished” level. Speaking in Chinese is assessable due to the phonetic spelling system in the familiar Latin alphabet, so the results were very satisfactory. The assessment tool was appropriate in evaluating if the learning outcomes were met.

**Closing the Loop (reflections on previous recommendations):**

Fall 2014 was the first semester this course was offered, therefore, SLO #1 was not evaluated.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. Faculty will continue to provide conversational opportunities for students to improve their Chinese-speaking abilities. Chinese 150B in Spring semester is currently scheduled to be a combined course with Chinese 150A, leading to students who have taken Chinese 150A to relearn some previous material while students taking Chinese 150A may be lost when Chinese 150B material is being taught.

**Resource Needs:** There are no special requests at present.

## Spring 2015

### 1. Chinese 1: Elementary Chinese (Mandarin)

**SLO #2:** Reading: Recognize high frequency characters in short written texts to comprehend specific details related to personal identification, family, school, and daily routine to meet immediate needs.

**Assessment:**

Students were asked to identify the most significant points in reading selections. Students were assessed every 5 weeks, altogether 3 times in the semester.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data:** 7 sections were offered, and 7 sections were assessed.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
117 students	47	40.17%	25	21.35%	26	22.22%	8	6.84%	3	2.56%

**Analysis and Interpretation:**

Both the SLO and the rubric follow the ACTFL guidelines for foreign languages and were finalized through discussions by the entire foreign language faculty. We believe the results are valid and reliable. Overall, students performed well. 61% of the students received Mastery and Accomplished levels. The additional reading exercises provided by the faculty this year helped improve the students' reading ability.

**Closing the Loop (reflections on previous recommendations):**

SLO #2 was last evaluated in Spring 2013, when students also did well, and over 70% of the students received high scores in the reading assessment. We recommended that the faculty provide more authentic reading exercises. The results this year indicated that this recommendation was effective, since the students this year were able to maintain excellent performance.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. The faculty will continue to provide more authentic reading exercises in the future.

**Resource Needs:** There are no special requests at present.

### 2. Chinese 2: Elementary Chinese (Mandarin)

**SLO2 – Reading:** Recognize high frequency characters to comprehend written texts such as menus, memos, store postings, invitations, and street signs.

**Assessment:**

Students were asked to identify the most significant points in reading selections.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data: 2 sections were offered, and 2 sections were assessed.**

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
57 students	27	47.37%	13	22.81%	11	19.30%	2	3.51%	2	3.51%

**Analysis and Interpretation:**

In Spring 2015, more than 47% of the students achieved the “Mastery” level and 22% of the students achieved the “Accomplished” level in the class. Reading in Chinese is important. Students need to be encouraged to read more “authentic materials”.

**Closing the Loop (Reflections on previous recommendations):**

Comparing to last year, more students achieved the “Mastery” level and the “Accomplished” level. This result is very encouraging. Reading of authentic materials and related exercises prepared by the faculty has been found to be very beneficial to students.

**Recommendations for Improvement:**

We need to continue updating the materials offered to students.

**Resource Needs:** There are no special requests at present.

**3. Chinese 2A: Elementary Chinese (Mandarin) for Advanced Beginners**

**SLO #2:** Recognize high frequency characters to comprehend written texts such as menus, memos, store postings, and short stories.

**Assessment:**

Students were asked to summarize or to identify the significant details of the passages on topics related to the lessons covered. The reading comprehension was assessed after the completion of each lesson.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.



**Data: 1 section was offered, and 1 section was assessed.**

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
14 students	10	71.43%	2	14.29%	1	7.14%	0	0%	0	0%

**Analysis and Interpretation:**

In Spring 2015, 71.43% of the students achieved the "Mastery" level and 14.29% of the students achieved the "Accomplished" level in the class. Only 7.14% of the students showed partial comprehension of the reading tasks. The assessment tool aligns with this SLO. The rubric was discussed and revised in the foreign language meetings by all foreign language faculty.

**Closing the Loop (Reflections on previous recommendations):**

This SLO was last assessed in Spring 2013. In Fall 2013 only approximately 55% of the students achieved "Accomplished" level or above. The recommendation was to provide students more appropriate internet resources on authentic Chinese text for reading practice. The encouraging result this year indicated that assigning reading tasks with authentic Chinese text from various sources is effective.

**Recommendations for Improvement:**

The SLO statement and the rubric are clear, and the assessment tool is fair and effective. We recommend continue developing functional and meaningful reading activities that enhance students' reading skill.

**Resource Needs:** Authentic written texts from the Chinese speaking world

**4. Chinese 3: Intermediate Chinese (Mandarin)**

**SLO #2:** Decipher and comprehend a variety of texts for everyday needs, such as warnings, simple instructions, resumes, and personal correspondence.

**Assessment:**

Students were asked to read short passages in Chinese and to perform various tasks to assess their comprehension. The reading comprehension was assessed after the completion of each lesson.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data: 2 sections were offered, and 2 sections were assessed.**

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
41 students	21	51.22%	11	26.83%	5	12.20%	3	7.32%	0	0%

**Analysis and interpretation:**

In Spring 2015, 51.22% of the students achieved the “Mastery” level, and 26.83% of the students achieved the “Accomplished” level in the class. However, there are 19.52% of the students struggling to comprehend Chinese written texts at intermediate level. Reading comprehension can be affected by the retention of Chinese characters and texts that consist of complex sentence structures. The assessment tool aligns with this SLO. The rubric was discussed and revised in the foreign language meetings by all foreign language faculty.

**Closing the Loop (Reflections on previous recommendations):**

The percentage of the students achieving at "Mastery" level increases slightly comparing to achievement at the same level when this SLO was last assessed in Spring 2013. However, there is a slight decrease of the percentages of the students achieving "Accomplished" and "Adequate" levels. Our recommendation was to provide students more appropriate internet resources on authentic Chinese text for reading practice. Many students, but not all, benefited from this recommendation.

**Recommendation for Improvement:**

The SLO statement and the rubric are clear, and the assessment tool is fair and effective. We recommend that faculty provide more vocabulary and sentence pattern exercises as well as design reading activities that support reading comprehension at intermediate level.

**Resource Needs:** Authentic written texts from the Chinese speaking world.

**5. Chinese 4: Intermediate Chinese (Mandarin)**

**SLO #2:** Reading: Comprehend linkages among sentences in simple connected texts, identify key facts and some details in carefully written personal communication and in descriptive material on daily life and news events, and comprehend the use of *shumianyu* (grammatical elements from Classical Chinese) in modern formal writings.

**Assessment:**

Students were given a reading selection and asked to identify the most significant points in the reading selection. Students were assessed every 5 weeks, altogether 3 times in the semester.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data:** 2 sections were offered, and 2 sections were assessed.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
47 students	30	63.83%	13	27.66%	4	8.51%	0	0%	0	0%

**Analysis and Interpretation:**

Both the SLO and the rubric follow the ACTFL guidelines for foreign languages and were finalized through discussions by the entire foreign language faculty. We believe the results are valid and

reliable. Most students (more than 90%) achieved the Mastery and Accomplished levels, and the results were encouraging.

**Closing the Loop (reflections on previous recommendations):**

SLO #2 was last evaluated in Fall 2012 and Spring 2013. In that academic year, the results were comparable to this year's (90% of the students achieved the highest 2 scores). We recommended that the faculty provide more authentic reading exercises. The results this year indicated that this recommendation was effective, since the students this year were able to maintain excellent performance.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. The faculty will continue to provide authentic reading exercises.

**Resource Needs:** There are no special requests at present.

**6. Chinese 5: Advanced Chinese Reading and Composition**

**SLO #2:** Writing: Demonstrate sustained control of complex structure to produce essays of various writing styles, focusing on the use of shumianyu (formal writing).

**Assessment:**

After studying an article related to an event in China, which was provided from the textbook, students were asked to write a report about it. The essay was expected to develop a single idea with logical organization and appropriate support, using level-appropriate grammar and vocabulary and a variety of sentence structures.

**Rubric:**

- 0: No points identified.
- 1: Identifies some points with insufficient comprehension.
- 2: Identifies some points with partial comprehension.
- 3: Identifies most points and demonstrates effective comprehension.
- 4: Identifies most points and demonstrates full comprehension.

**Data: 1 section was offered, and 1 section was assessed.**

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
23 students	15	65%	4	17%	2	9%	0	0%	1	4%

**Analysis and Interpretation:**

Most students received adequate scores. Only about 4% of students showed some need for extra support. Students in this class have shown that previous levels of instruction have provided a solid foundation.

**Recommendation for Improvement:**

The faculty will provide more structure and guidance in completing the writing assignments.

**Resource Needs:** There are no special requests at present.

## **7. Chinese 10: Chinese Civilization Spring 2015**

**SLO #2:** Explain at least two aspects of Chinese culture and aesthetic tradition.

### **Assessment:**

Students in team (group) presentations did power point presentations on different topics related to Chinese aesthetic traditions. Course focused on artistic/literary accomplishments in the Chinese tradition this semester.

### **Rubric:**

- 0: Unable to identify or describe any aesthetic tradition.
- 1: Identifies only one tradition with very little description, so that the understanding is unclear.
- 2: Identifies at least one tradition with some correct descriptions, demonstrating superficial understanding.
- 3: Identifies two traditions with enough detailed descriptions, demonstrating a clear understanding.
- 4: Identifies at least two traditions correctly and give effective and clear descriptions, demonstrating a deep understanding.

**Data:** 4 sections of Chinese Civilization are offered per semester and all 4 were analyzed in the data. A total of 103 students were evaluated.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
103 students	9	8.74%	24	23.30%	49	47.57%	18	17.48%	3	2.91%

### **Analysis and Interpretation:**

In the Spring semester of 2015, 8.74% of the students scored at the highest score in the rubric score, another 23.30% scored the second highest score, and 47.57% scored at the third highest score. The remaining 20.39% of the students received the two lowest scores.

### **Closing the Loop (Reflections on Previous Recommendations):**

Have continued to use a few feature films like "Crouching Tiger, Hidden Dragon" and "Blue Kite" that cover both traditional issues and China in the 20<sup>th</sup> century. Movies can be considered art, as well as literature (stories), and fine arts (painting, poetry, calligraphy, etc.). More might be done in class to describe Chinese Shi poetry and Ci poetry, and give some English translations and explain basic rhyme meter and the way in which lyric poetry uses popular song tunes but changes the word. Basic painting tradition could be reviewed with a taste of different famous painters from different dynasties (Tang to Qing and Republic), although a student group could present on this also.

### **Recommendation for Improvement:**

The majority of the students received very good scores in this assessment. In order to make sure the students' comprehension of the objective is well assessed, the faculty members plan to include other types of assessments such as short answer exams to cover other aspects of Chinese culture or tradition. More in depth lectures on certain artistic/literary traditions might be recommended.

**Resource Needs:** Nothing specific at this time.

#### **8. Chinese 12: Chinese Literature in Translation**

**SLO #2:** Analyze through written assignments how the genres of Chinese literature influenced their social-political and culture background in the Chinese history.

#### **Assessment:**

The students were assessed three times throughout the semester. In their term paper, students were assigned reading material related to the genres of Chinese literature taught in the class and asked to analyze how these literary genres were influenced by the society and culture of their time. The students were to write their paper with logical organization and appropriate data support. In the midterm and final exam, students were also asked to answer essay questions on the rise and development of specific genres under specific cultural and historical conditions.

**Data: 1 section was offered, and 1 section was assessed.**

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
21 students	6	28.57%	11	52.38%	2	9.52%	1	4.76%	1	4.76%

#### **Rubric:**

- 0: Unable to identify or analyze any genre.
- 1: Identifies only one or two genres with very little description about their influences, so that the understanding is unclear.
- 2: Identifies some genres with some correct analyses, demonstrating superficial understanding.
- 3: Identifies some genres correctly with enough detailed analyses, demonstrating a clear understanding.
- 4: Identifies most genres correctly and give effective and clear analyses, demonstrating a deep understanding.

#### **Results & Analysis:**

In Spring 2015, 90.95% of the students achieved “mastery” and “accomplished” level. The rise and development of genres under different social and cultural background was one of the instructional focuses of this course, and the results were satisfactory.

#### **Closing the Loop:**

This SLO was last evaluated in the semester of Fall 2011. We recommended more small-group discussions to improve student performance. However, this year the percentage of students who received the lowest and second lowest scores remained the same. We need to identify specific difficulties the students might have in understanding of the historical and cultural impact on genres.

#### **Recommendation for Improvement:**

The wording of this SLO should be “Analyze through written assignments how the genres of Chinese literature are influenced by their social and political and culture background in the Chinese history.” Brief response papers on the historical and cultural influence on specific literary genres could be assigned as homework more frequently throughout the semester, to check the students’ understanding of this particular topic.

**Resource Needs:** Nothing specific at this time.

## 9. Chinese 22: Chinese Calligraphy

**SLO #2:** Demonstrate knowledge of the important relation of calligraphy to the development of Chinese culture and civilization.

**Assessment:**

Short Answer test: Answer questions to demonstrate understanding of Chinese calligraphy and its influence to Chinese culture and civilization. Students were assessed twice in the semester, once in the midterm and the other in the final.

**Rubric:**

- 0: Unable to answer any questions.
- 1: Answer questions with very little description, so that the understanding is unclear.
- 2: Answer questions with some correct descriptions, demonstrating superficial understanding.
- 3: Answer questions with enough detailed descriptions, demonstrating a clear understanding.
- 4: Answer questions correctly and give effective and clear descriptions, demonstrating a deep understanding.

**Data:** 1 section was offered, and 1 section was assessed.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
23 students	13	56.52%	8	34.78%	2	8.70%	0	0%	0	0%

**Analysis and Interpretation:**

The SLO and rubric were finalized through the discussion in the meetings with the entire foreign language faculty. We believe the results are valid and reliable. More than 90% of the students received the two highest scores, so we believe the results are more than satisfactory.

**Closing the Loop (reflections on previous recommendations):**

SLO #2 was last evaluated in Spring 2013, when 86% of the students received the highest 2 scores. We recommended that the faculty encourage students to visit museum exhibitions pertaining to the influences of Chinese calligraphy on Chinese cultural development. The results this year indicated that this recommendation was effective, since the student performance this year was even better.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. The instructors would continue to provide innovative learning environments and encourage students to visit museum exhibitions pertaining to the influences of Chinese calligraphy on Chinese cultural development.

**Resource Needs:** Some small funds to support the students to visit exhibitions of Chinese calligraphy in the local museums and galleries.

## 10. Chinese 150A: Elementary Chinese (Mandarin)

**SLO #2:** Construct formal and informal conversations related to personal information and survival needs.

**Assessment:**

Students were asked to create both formal and informal conversations related to personal information and survival needs. Students were assessed every 5 weeks, altogether 3 times in the semester.

**Rubric:**

- 0: Generates no response or question.
- 1: Generates insufficient, grammatically incorrect questions or responses, demonstrating lack of understanding.
- 2: Correctly answers or formulates questions with some grammatical errors.
- 3: Correctly answers or formulates questions with few and/or minor grammatical errors.
- 4: Effectively formulates clear, grammatically accurate and comprehensible questions and answers.

**Data:** 1 section was offered, and 1 section was assessed.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
8 students	6	75.00%	0	0.00%	1	12.50%	0	0.00%	1	12.50%

**Analysis and Interpretation:**

75% of the students achieved the accomplished level and the mastery level combined. Though we did think the result is unsatisfactory, we believe there should be more students achieving the mastery level.

**Closing the Loop (reflections on previous recommendations):**

SLO #1 for Fall 2014 was the first to be evaluated. Student outcomes were higher than in Fall 2014 continued practice as well as highly motivated students lead to high levels of proficiency for the majority of students.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. Faculty will continue to provide conversational opportunities for students to improve their Chinese-speaking abilities.

**Resource Needs:** There are no special requests at present.

**11. Chinese 150B: Chinese for Business and Travel**

**SLO #2:** Culture: Demonstrate awareness of the most common Chinese cultural practices and traditions such as showing gratitude, social and dining etiquettes, and essential knowledge of traveling and doing business in Chinese speaking areas.

**Assessment:**

Students were asked to role-play in settings that demonstrated cultural practices including: showing gratitude, social and dining etiquettes as well as etiquette for traveling and doing business. Students were assessed twice in the semester, one for the midterm and the other during the final.

**Rubric:**

- 0: No culturally appropriate practices identified or no explanations given.
- 1: Identifies some culturally appropriate practices with insufficient comprehension.
- 2: Identifies some culturally appropriate practices with partial comprehension.
- 3: Identifies most culturally appropriate practices and demonstrates effective comprehension.
- 4: Identifies most culturally appropriate practices and demonstrates full comprehension.

**Data:** 1 section was offered, and 1 section was assessed.

Spring 2015	4-Mastery		3-Accomplished		2-Adequate		1-Developing		0-Inadequate	
10 students	9	90.00%	0	0.00%	0	0.00%	0	0.00%	1	10.00%

**Analysis and Interpretation:**

90% of the students achieved the accomplished level and the mastery level combined. The vast majority of students were highly proficient in cultural practices and traditions.

**Closing the Loop (reflections on previous recommendations):**

Last year we did not evaluate SLO #2, as this is the first semester this course was offered. In the past Chinese 1 instructors recommended more simulated cultural situations to improve the students' understanding of Chinese culture.

**Recommendations for Improvement:**

The SLO statement and the rubric are both clear, and the assessment tool is fair and effective. We believe pedagogical changes or course content changes are not necessary at this time. The instructors will continue to provide simulated cultural situations for the students to help improve the students' understanding of Chinese culture.

**Resource Needs:** There are no special requests at present.



**Analysis and Interpretation:** Overall, students did exceptionally well on this assignment. One student failed to complete the assignment, and the other neglected to submit a critical piece of the assignment. For those who attempted this project, they met and exceeded expectations. Although we believe that the SLO is appropriate for the GEO of “communication,” we believe that a series of assignments would better reflect whether or not students have met this SLO. This assignment assesses the news format, only. We do believe that this rubric is a valid assessment tool for this SLO.

**Closing the Loop (Reflections on previous Recommendations):** As this is the first time this SLO has been measured in this course, there is little to reflect on presently. As noted above, so far we do not believe that this SLO needs to be changed, nor the rubric. However, the assessment tools need to be changed to reflect the language of the SLO (multiple formats). The assessment tool to measure this SLO is a 4-minute newscast. Although it does accurately speak to the SLO, it only does so in one format, that of “news”.

This class does not require a textbook, but instead a recording device. In future, we believe that adding a textbook to this course would improve retention, overall. Over 70% of students received an A or B on this assignment, which is a great result, as a 70% retention rate is satisfactory/acceptable for this course.

Six (6) more Handy Zoom field recorders would insure that students could check out a recording device, rather than being forced to buy both a textbook and a field recorder.

**Recommendations for Improvement:** Provide a more thorough introduction to writing for news broadcasting will help students to avoid “ripping and reading”. As such, introduce a textbook into the course. As noted above, Identify another assessment tool to measure this SLO; one that speaks to multiple formats.

## **TVR 16A Television Production**

**SLO 1** Create intermediate multi-camera productions using written, oral, and/or audio-visual methods.

**Assessment:** Fourth and final production of the semester was evaluated. Faculty assessed the efficacy of creative and practical choices made in pre-production during production (execution stage) to create effective audio-visual content.

	Mastery 4	Accomplished 3	Competent 2	Developing 1	Does not meet standard 0
8 Students	25%	75%			

### **Assessment/grading tool.**

SLO 1 Production rubric. Creative communication		Points 0-4
I. CONTENT	Content is suitable for a general audience. Content is clearly conflict (generates friction) & involves at least one	

	small and one significant issue for the characters. Conflict is believable, engaging/stimulating, informative, and/or entertaining.	
	Content clearly creates high tension or tenderness/warmth	
	Scene is clearly structured and largely self-contained (beginning, middle, & at least a hint re: possible resolution). No confusion generated by removing the scene from its context.	
	2 to 4 characters, between 4 & 6 marks total.	
	<b>Total points out of 16.</b>	
II. PERFORMANCE	All talent have memorized all lines.	
	Blocking, action and any business are logical and memorized by all talent. Degree to which action and/or blocking creates depth staging.	
	Performances are credible for the content – circumstances and characters.	
	Casting choices appear congruent with the content of the scene.	
	Wardrobe is camera-friendly and contrasting.	
	<b>Total points out of 20.</b>	
III. CAMERA COVERAGE	Degree to which principles of shot composition and	

	continuity are maintained (rule of 1/3's, 3:1 cutting ratio, eye-line match, screen position etc.).	
	Degree to which shots are generically conventional and logically motivated.	
	Coverage demonstrates appropriate use of techniques such as depth staging, cutting on action and/or dialogue, reaction shots; sufficient and motivated shot variety.	
	<b>Total points out of 12.</b>	
IV. ART DIRECTION/OTHER VISUAL ELEMENTS/SOUND DESIGN	Degree to which set design and other visual elements support or compliment performers, content, genre, and/or tone without distracting features.	
	Degree to which visual elements (setting, cinematography, CG, roll-in, VFX) contribute effectively to project tone/style and level of sophistication.	
	Degree to which sound elements contribute effectively to program tone/style and level of sophistication.	
	Degree to which set allows adequate camera coverage & creates depth staging.	
	<b>Total points out of 16.</b>	
V. LIGHTING	Degree to which creative lighting choices contribute effectively to the tone and level of	

	sophistication. Degree to which lighting design is otherwise consistent with visible or suggested practical sources (incident light)	
	Degree to which producers identify lighting issues and work with lighting director and crew to light talent and set with flattering/appealing results, eliminate unintended harsh shadows and hot spots, and ensure lighting elements do not distract from the performers.	
	<b>Total points out of 8.</b>	
VI. DIRECTING	In black by 3:59, 4:59, or 5:59 depending upon the RT of the program per cover page and slate, including a complete credit roll and smooth close to black. Within 5 sec of RT = 4 points, within 6-8 seconds = 3, within 9-10 seconds = 2, within 11-12 seconds = 1, 13 or more seconds past RT = 0	
	Degree of overall polish of best take.	
	<b>Total points out of 8.</b>	
<b>Total creative communication points</b>	<b>Out of 80</b>	

### Rubric

SLO 1 Rubric. C. Creative Communication	Exemplary 4	Accomplished 3	Competent 2	Developing 1	Does not meet standard
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					0
Points attained	81-88 A	72-80 B	63-71 C	54-62 D	53 or less F
Content development and quality.	Formulates appropriate and compelling content to illustrate mastery of the subject; develops ideas thoroughly, clearly, and with complexity. Could be used as a model of how to fulfill the assignment.	Formulates appropriate and compelling content to effectively explore the subject; develops ideas with clarity and complexity. Follows all requirements for the assignment.	Formulates appropriate and compelling content to adequately explore the subject; most ideas developed ideas with clarity and some complexity. Follows all requirements for the assignment.	Some attempt to use appropriate and compelling content to explore the subject; most ideas lack development, clarity and/or complexity. Some requirements for the assignment may not have been fulfilled.	Minimal attempt to use appropriate and compelling content; minimal development of ideas; may lack clarity. Many requirements for the assignment may not have been fulfilled.

**Analysis and interpretation:** Results are considered valid and reliable. 100% of students were accomplished or above. This is well above the acceptable level of 80% achieving accomplished or above, demonstrating that by semester's end students are adept at creating audio-visual communication.

**Closing the loop:** no action required. Students have traditionally performed exceptionally well with this SLO in the execution stage.

**Recommendations:** none. While this SLO has been refined since it was first assessed, the goal of successful communication in a variety of forms remains intact and is appropriately assessed using the same tools as in previous semesters.

### **TVR 16B Advanced Television Production**

SLO 1 Create advanced multi-camera productions using written, oral, and/or audio-visual methods.

**Assessment:** Fourth and final production of the semester was evaluated. Faculty assessed the efficacy of creative and practical choices made in pre-production during production (execution stage) to create effective audio-visual content.

	Mastery 4	Accomplished 3	Competent 2	Developing 1	Does not meet standard 0
7 Students	14.5%	14.5%	71%		

**Assessment/grading tool.** As above for TVR 16A to promote consistency, though advanced students are held to a higher standard.

**Analysis and interpretation:** Results are atypical with only 29% of students reaching accomplished or above. The last time this SLO was assessed 78% of students demonstrated mastery. The class was under-enrolled this term, which meant most students were working alone rather than in groups, which they all found stressful, and working with a shrunken crew posed logistical and creative challenges. Overall course performance was atypical from the beginning of the semester.

**Closing the loop:** no action at this time.

**Recommendations:** none, though if enrollment continues to be low in future semesters faculty will consider conducting research as to the reasons why.

### Assessment Data TVR 107 Television Operations. CRN 2384 SLO 1 Fall 2014

TVR 107 SLO 1: Appraise the technical process and/or techniques employed in the creation of intermediate multi-camera productions.

Assignment: Technical critique of a student production.

	Exemplary	Acceptable	Developing	Does not meet standard
	4 points	3 points	2 points	1 point
Students	8	3		
	73%	27%	%	%

Assesment  
tool/rubric:

C. Porreca

TVR

107 F14

Name \_\_\_\_\_

TVR 107 SLO #1 - Appraise the technical processes and/or techniques employed in the creation of intermediate multi-camera productions.

### TVR 107 SLO #1 Assignment Key

The instructor will play about 2.5 minutes of a student production 8 times. On this page please note the technical mistakes you recognize. Please be specific as to the type of mistake. These are not aesthetic mistakes. They are technical mistakes that can be seen or heard. I found 6. How many can you find?

No Country for Old Men Take #1 (2:08 from black)

- 1) 1:25 – Slate inserted over color bars instead of taken as a cut.
- 2) 1:39 – Slate mic left open so that the director's call is heard in the program audio.
- 3) 2:02 – Back of flats appears in window voyeur shot.
- 4) 2:33- Top of set visible in the shot

5) Students say camera shakes

6) 2:47 – Customer's (talent) mic not open

7) 3:27 – Talent is keyed from opposite sides. The cashier is reverse keyed. The customer is front keyed.

GRADE SCALE	RUBRIC
6 – 8 points	4
5-4 – 6points	3
3-2 – 4 points	2
1 - 1 point	1
0 - 0 points	0

**Assessment:** The instructor plays about 2.5 minutes of a student production 8 times. Students were asked to note how many technical errors they could detect and to be as specific and complete as possible in their description of these errors. They were instructed that these mistakes were not aesthetic in nature but involved the technical process. Also it was noted on the examination paper that the instructor found 6 such errors.

**Analysis:** At the time of the assessment the students had participated in technical roles in 20 student productions and after each of these productions a playback and critique as a group occurred. It is the expectation that each student, at this point in their education, can critique a production based on its technical aspects on an individual basis. This assessment is designed to test their ability to do just that.

**Recommendations:** I am satisfied with the outcome in the table above. To further improve student result more time could be devoted to the technical critique of productions during post production playback and more discussion time could be devoted to appraisal. Because there is only a one hour lecture period in TVR 107 this increased time for appraisal would need to be scheduled for the latter part of each semester so as not to interfere with the many disciplines that have to be taught in this television studio operations class. So that is the action I will take.

TVR 7 CRN 31438 Spring 2015

**SLO #2** Appraise the processes and/or techniques employed in the creation of introductory level multi-camera productions.

**Assessment:** Students view 4 different scenes played several times from a video hard drive. Each scene uses different shot composition, lighting and 3 basic video transitions. Students appraise the techniques of shot composition and transitions from each individual scene.

Criteria:	Exemplary	Acceptable	Developing	Does not meet standard
Appraise the process				
	4 points	3 points	2 points	1 point
Students				
Percentage	%	%	%	%

Student	points	percentage	Rubric score
Jennifer	17	85%	3
Gabriela	20	100%	4
Jonathan	20	100%	4
Camille	20	100%	4
Maxamillian	20	100%	4
Angel	19	95%	4
Kimberly	15	75%	2
Piper	18	90%	4
Ellie	20	100%	4
Emir	20	100%	4
Alexander	11	55%	0
Guadalupe	17	85%	3
Eric	20	100%	4
Ari	15	75%	2

#### Rubric Score

$$20 - 18 = 2$$

$$17 - 16 = 1$$

$$15 - 14 = 1$$

$$13 - 12 = 1$$

Rubric for Directing examination.

	Mastery	Accomplished	Adequate	Developing	Inadequate
	4 points	3 points	2 points	1 point	0 points
Criteria	Student Identifies all transitions and their purpose, all commands of preparation and execution, and identifies all of the shot composition for each example.	Student Identifies most transitions and their purpose, most commands of preparation and execution, and identifies most of the shot composition for each example..	Student Identifies some transitions and their purpose, some commands of preparation and execution, and identifies some of the shot composition for each example.	Student Identifies few transitions and their purpose, and /or few commands of preparation and execution, and identifies and/or few of the shot composition for each example.	Student does not identify most transitions and/or does not know their purpose, and/or most commands of preparation and execution and/or most shot composition for each example.



# Annual Assessment Report 2014

## Spring 2014

COURSE NAME & NUMBER: TVR 12 – “Announcing & Performing in Electronic Media”						
SLO NUMBER & TEXT: SLO#4 – Selection and/or application of relevant media technology in a radio studio environment.						
ASSESSMENT DESCRIPTION: Hands-on radio studio live-environment assignment. This assignment requires students to identify and successfully operate a variety of radio studio technology and best-practices, including: microphones, headphones, headphone levels, mic-to-mouth distance and relationship to microphone pick-up patterns).						
RUBRIC USED: See Below.						
Score	4	3	2	1	0	
% (29 students)	52%	24%	17%	.03%	0	
ANALYSIS OF ALL RESULTS: I feel this assignment is ideal for assessing student announcers' familiarity and competency with radio/audio studio technology, as the hands-on-nature of the assignment requires a flawless execution of specific commands. Either a student performs successfully, or does not.						
Having said that, this rubric does not speak to all microphone usage in all television, radio and rich media environments, nor all equipment and technology, for that matter. It addresses radio studio						
DEPARTMENT RECOMMENDATIONS: I am very pleased with this assignment and believe it has much efficacy. Having said that, I believe incorporating this project into an exam that also includes additional technology used in the creative industries would more accurately reflect this SLO.						
RESOURCE REQUESTS: Teleprompter and access to the television studio once per semester. Access to camera equipment and mics.						

Criteria	Mastery 4	Accomplished 3	Adequate 2	Developing 1	Inadequate 0
Selection and/or application of relevant radio/audio technology in a radio studio setting.	Autonomous, expert selection and/or application of relevant media technology. Demonstrates an exemplary sensitivity to technique and craftsmanship.	Autonomous, highly competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Mostly autonomous, competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Needs moderate guidance in the selection and/or application of relevant media technology. Attempts to demonstrate sensitivity to technique and craftsmanship.	Needs significant guidance in the selection and/or application of relevant media technology. Lacks understanding of technique and craftsmanship.



COURSE NAME & NUMBER: TVR 14A – “Production Techniques” (Now “Beginning Radio						
SLO NUMBER & TEXT: SLO#4 – Demonstrate technological proficiency at the intermediate level in a radio/audio studio environment, including DAW workstations, audio recording and audio editing techniques.						
ASSESSMENT DESCRIPTION: I used a live radio newscast project to assess this SLO. Students are required to work with microphones and mic-technique, work with headphones, work with hand signals, and work with technical news scripting.						
RUBRIC USED: See Below.						
Score	4	3	2	1	0	
% (22 students)	32%	32%	23%	14%	0%	
ANALYSIS OF ALL RESULTS: I believe this assessment tool is only partially viable. The current rubric I use measures the strength of the entire project, rather than looking specifically at the technical aspects of the project. Although I do have rubric criteria that expressly speaks to the use of studio technology within the rubric I am using to assess this SLO, I believe that a practical exam may be more specific and affective. I believe that a practical exam may be more specific and affective.						
DEPARTMENT RECOMMENDATIONS: I believe introducing a number of on-air "drills" will help students with anxiety, prior to producing an assignment of this nature and executing it. Drilling students with script formats and technology will build their confidence and perhaps reveal a deeper understanding, or lack thereof, of the primary radio/audio studio technology currently used in the radio industry.						
RESOURCE REQUESTS: We will continue to need Lancer Radio Studios to meet this and all TVR14A associated SLOs. Currently the program is in need of new equipment that better reflects the nature of the radio industry today. Current equipment is over thirty years old and does not provide students with an accurate studio environment.						
Criteria	Mastery 4	Accomplished 3	Adequate 2	Developing 1	Inadequate 0	
Selection and/or application of relevant media technology in a radio studio setting.	Autonomous, expert selection and/or application of relevant media technology. Demonstrates an exemplary sensitivity to technique and craftsmanship.	Autonomous, highly competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Mostly autonomous, competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Needs moderate guidance in the selection and/or application of relevant media technology. Attempts to demonstrate sensitivity to technique and craftsmanship.	Needs significant guidance in the selection and/or application of relevant media technology. Lacks understanding of technique and craftsmanship.	

COURSE NAME & NUMBER: TVR 14B– “Advanced Radio Production”						
SLO NUMBER & TEXT: SLO#4 – Demonstrate technological proficiency at the intermediate level in a radio/audio studio environment, including DAW workstations, audio recording and audio editing techniques.						
ASSESSMENT DESCRIPTION: I used a complex radio newscast with student-produced, pre-recorded audio elements (wrappers) to assess this SLO.						
RUBRIC USED: See Below.						
Score	4	3	2	1	0	
% (17 students)	35%	35%	18%	12%	0	
ANALYSIS OF ALL RESULTS: Although the overall rubric used for this SLO measures technological proficiency in a studio environment, it is criteria for only one component of a pre-existing rubric. As such, it is difficult to measure a specific skill. The rubric measures multiple skills and proficiencies, simultaneously. A very specific assignment or a practical exam will accurately assess this specific SLO.						
DEPARTMENT RECOMMENDATIONS: Consistent on-mic drills for performance as it relates to radio studio technology, prior to assigning this assignment and rubric will prepare students for this assignment to a greater degree.						
RESOURCE REQUESTS: We will continue to need Lancer Radio Studios to meet this and all TVR14B associated SLOs. Currently the program is in need of new equipment that better reflects the nature of the radio industry today. Current equipment is over thirty years old and does not provide students with an accurate studio environment.						

Criteria	Mastery 4	Accomplished 3	Adequate 2	Developing 1	Inadequate 0
Selection and/or application of relevant radio/audio technology in a radio studio setting.	Autonomous, expert selection and/or application of relevant media technology. Demonstrates an exemplary sensitivity to technique and craftsmanship.	Autonomous, highly competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Mostly autonomous, competent selection and/or application of relevant media technology. Demonstrates sensitivity to technique and craftsmanship.	Needs moderate guidance in the selection and/or application of relevant media technology. Attempts to demonstrate sensitivity to technique and craftsmanship.	Needs significant guidance in the selection and/or application of relevant media technology. Lacks understanding of technique and craftsmanship.

### **TVR 16A Television Production**

SLO 2: Appraise the processes and/or techniques employed in the creation of intermediate multi-camera productions.

**Assessment:** Fourth and final production of the semester was evaluated. Faculty assessed student ability to identify and solve technical and creative problems in the

creation of a polished final production, including those associated with their own performance.

	Mastery 4	Accomplished 3	Competent 2	Developing 1	Does not meet standard 0
11 Students	73%	27%			

**Assessment/grading tool.**

SLO 2 Production rubric. Critical thinking		Points 0-4
Criteria: Degree to which producers/director display analytic and problem solving ability.	Degree to which rehearsal time used effectively to troubleshoot complex segments or elements & familiarize the crew and talent with requirements.	
	Producers/director/AD identify performance issues and work consistently with talent to hone performance	
	Degree to which director directs from sources, monitors all elements of the production (including objective and subjective timing), and works toward improvement.	
	Degree to which director and AD ensure program elements are timed appropriately and make adjustments accordingly.	
	Consistently and effectively work to identify and propose solutions to production problems, including those associated with their own	

	performance.	
	Consistently and effectively strive to implement solutions to improve the production based on personal production and technical skills, personal observation, and feedback.	
	Divide and delegate responsibilities equitably, logically and effectively throughout the production process.	
<b>Total critical thinking points</b>	<b>Out of 28</b>	

### Rubric.

SLO 2. Rubric. Critical thinking	4 Exemplary	3 Accomplished	2 Competent	1 Developing	0 Does not meet standard
Points attained	<b>25-28 A</b>	<b>20-24 B</b>	<b>15-19 C</b>	<b>11-14 D</b>	<b>10 or less F</b>
Comprehension and analysis	Performance, process, or work submitted demonstrates superior comprehension and analysis of the assignment, issue or problem.	Performance, process, or work submitted demonstrates above average comprehension and analysis of the assignment, issue, or problem.	Performance, process, or work submitted demonstrates average comprehension and analysis of the assignment, issue, or problem.	Performance, process, or work submitted demonstrates below average comprehension and analysis of the assignment, issue, or problem.	Performance, process, or work submitted demonstrates insufficient comprehension and analysis of the assignment, issue, or problem.

Application/ problem solving	Performan ce, process, or work submitted demonstrat es a highly sophisticat ed, imaginativ e, logical, accurate, and/or thorough application of knowledge, concepts and/or skills in addressing an assignment , issue, or problem.	Performance, process, or work submitted demonstrates a sophisticated, imaginative, logical, accurate, and/or thorough application of knowledge, concepts, and/or skills in addressing an assignment, issue, or problem.	Performanc e, process, or work submitted demonstrate s a somewhat sophisticate d, imaginative, logical, accurate, and/or thorough application of knowledge, concepts, and/or skills in addressing an assignment, issue, or problem.	Performance, process, or work submitted is insufficiently sophisticated , imaginative, logical, accurate, and/or thorough application of knowledge, concepts, and/or skills in addressing an assignment, issue, or problem.	Performance, process, or work submitted does not demonstrate a sophisticated, imaginative, logical, accurate, or thorough application of knowledge, concepts, and/or skills in addressing an assignment, issue, or problem.
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**Analysis and interpretation:** Results are considered valid and reliable. 100% of students were accomplished or above. This is well above the acceptable level of 80% achieving accomplished or above, demonstrating that by semester's end students are adept at using problem solving skills.

**Closing the loop:** no action required. Students have traditionally performed exceptionally well with this SLO in the execution stage of their final production.

**Recommendations:** none.

### **TVR 16B Advanced Television Production**

SLO 2: Appraise the processes and/or techniques employed in the creation of advanced multi-camera productions.

**Assessment:** Fourth and final production of the semester was evaluated. Faculty assessed student ability to identify and solve technical and creative problems in the creation of a polished final production, including those associated with their own performance.

	Mastery 4	Accomplished 3	Competent 2	Developing 1	Does not meet standard 0
6 Students	100%				

**Assessment tool/rubric.** As above for TVR 16A to promote consistency, though advanced students are held to a higher standard.

**Analysis and interpretation:** Results are considered valid and reliable. 100% of students achieved mastery. This is well above the acceptable level of 80% achieving accomplished or above, demonstrating that by semester's end students are adept at using problem solving skills.

**Closing the loop:** no action required. Students have traditionally performed exceptionally well with this SLO in the execution stage of their final production.

**Recommendations:** none.

TVR 107 Television Operations

SLO 2: Integrate professional standards of conduct into all intermediate technical, multi-camera production activities and assignments.

Assignment: crew 22 live 3 -6 minute television productions in a 3 camera television studio.

Spring 2015 CRN# 31450

Criteria: Professional Conduct	Exemplary	Acceptable	Developing	Does not meet standard
	4 points	3 points	2 points	1 point
7 Students	4	2	1	0
Percentage	57%	29%	14%	0%

Spring 2015 CRN# 31449

Criteria: Professional Conduct	Exemplary	Acceptable	Developing	Does not meet standard
	4 points	3 points	2 points	1 point
9 Students	6	2	1	0
Percentage	67%	22%	11%	0%



### Assessment tool/rubric.

Students are graded during 18 live video productions based on punctuality, collaboration, leadership, work ethic, participation and attitude.

The student is scored in each category. At the end of the semester the total number of points earned by the student is divided by the total number of points available (180) to obtain a percentage. That percentage is converted to a 40 point scale to obtain a final score to assess SLO2 using the rubric. Unexcused absences are recorded as zeros for that production

#### Assessment for SLO 2: Professional Standards of Conduct

    /5 Student arrives to the production on time and remains in the studio except when dismissed by  
                    the instructor

    /1 Student displays roles of leadership and collaboration.

    /2 Student displays a good work ethic and follows safety policies and equipment procedures.

    /1 Student is enthusiastic and has a positive attitude.

Total     /10                      Grading Scale  
  40-36 = 4  
  35-32 = 3  
  31-28 = 2  
  27- 24 = 1  
  23- 0 = 0

Exemplary	Accomplished	Competent	Developing	Does not meet the standard
4 points	3 points	2 points	1 points	0 points
Student always is punctual, present and displays roles of leader ship and collaboration with a good work ethic and attention to safety policies and equipment procedures while displaying a positive enthusiastic attitude.	Student is mostly punctual, present and displays roles of leader ship and collaboration with a mostly good work ethic and attention to safety policies and equipment procedures while mostly displaying a positive enthusiastic attitude.	Student is somewhat punctual, present and somewhat displays roles of leader ship and collaboration with a somewhat good work ethic and attention to safety policies and equipment procedures while somewhat displaying a positive enthusiastic attitude.	Student is rarely punctual, present and rarely displays roles of leader ship and collaboration rarely with a good work ethic and attention to safety policies and equipment procedures while rarely displaying a positive enthusiastic attitude.	Student is not present for the production(s) and does not have a valid excuse and/or has not shown the ability to collaborate and/or consistently displays a poor work ethic and/or a negative attitude

**Assessment:** A total of 7 students were assessed during the spring of 2015 in section 31450 and A total of 9 students were assessed during the spring of 2015 in section 31449. This is an advanced studio operations that builds on the on the experience of the prerequisite class, TVR 007. Students are graded during live video productions based on punctuality, collaboration, leadership, work ethic, participation and attitude. Please see the assessment sheet attached.

**Analysis:** Students are closely supervised by their instructor in this very specialized work space. They are giving instantaneous feedback during every production. Some lab time is devoted to the discussion of expectations in the areas of communication and leadership. The expectation is that most students will improve after the first few productions. So, the results are as expected. Punctuality is primarily what separates the exemplary from the acceptable. If a students is habitually late or is often absent it is impossible to score high. Also, the amount of productivity during set up, set building and the strike. Failure to take a position of leadership is another common short coming for those who do not fall in the exemplary category.

**Recommendations:** Continued discussion of the expectations of the students in terms of professionalism and attitudes that are considered professional. The instructor demands and models professionalism during productions and the pursuit of professionalism across the TVR curriculum will maintain and improve these results. Students need to be provided with real world role models who share their experience with our students. To that end, students are encouraged by extra credit to attend bi-monthly meetings of PCC's chapter of The Society of Motion Picture and Television Engineers that meets at noon on campus. It is this instructors' intent to [provide just such role models as guest speakers at these events. In terms of punctuality it can only be encouraged. Collaboration is taught by assigning students to work together. I will continue to place students in situations in which they are forced to collaborate with their peers to achieve collective goals.

## SUMMARY

Faculty continues to perform an admirable job instructing students in a variety of program areas. There is a high degree of "mastery" and "accomplished" within the TVR student body. Components of instruction that need improvement have been identified and faculty has devised realistic potential solutions, primarily by modifying course structure and/or content.

In the 2012-13 and 13-14 AAR's it was recommended that faculty identify courses that may still lack SLO's and create them, refine some existing SLO's and assessments, and ensure that amendments are aligned closely to program and institutional outcomes. Full time faculty has made much progress in this regard. SLO's for courses taught by full time faculty have been rewritten and new rubrics for each developed. New SLO's and their rubrics were introduced mid- fall 2013 semester and are now being assessed. Faculty is satisfied with the course SLO's and continues to refine assessment methodologies. I commend my colleagues for undertaking and successfully completing this enormous task.

A challenge to comprehensive and meaningful assessment is the high ratio of adjunct to full time instructors. Retired full time faculty members have not been replaced and the diminished full time TVR faculty is finding their workload burdensome and exhausting. Numerous attempts at creating a dialogue between full time and adjunct faculty have been made with little success, due mainly to scheduling conflicts and no response to emails. Some SLO's for courses taught by adjuncts have been revised and emailed to adjuncts. Others require the input of content experts before they can be rewritten in a meaningful way. The process of sharing new SLO's and rubrics with adjuncts began in 2013 via email but assessment by adjuncts has not started. There was no response from adjuncts regarding assessing course SLO's and entering findings in eLumen for this year's AAR either. Full time instructors alone cannot implement this process –the college must facilitate a mechanism for adjunct participation.

Resource requests include: teaching assistants for TVR 7 and 16B, equipment for the radio classes/station, support for professional development, hiring of a broadcast engineer and/or a dedicated A/V specialist to maintain equipment.

**Course number and title: Italian 1 – Fall 2014**

**SLO #1 – Listening comprehension** - *Demonstrate comprehension of level-appropriate conversations or texts in Italian.*

**Assessment\*:** *Students will listen to a recorded conversation in the target language and answer questions about it.*

**Rubric:**

*0= inadequate*

*1=developing*

*2=adequate*

*3=accomplished*

*4=mastery*

**Data\*:**

Score	4	3	2	1	0
Number (150 students)	24%	24.67%	15.33%	8.67%	0.67%

We offered 7 sections of Italian 1 and 6 were assessed.

**Analysis and Interpretation:**

We feel that the students' performance is adequate, as the majority of the students succeeded in understanding the passage. The reason the students did well is that we always practice listening comprehension in class and it's also part of their on line homework. The students who underperformed probably didn't practice enough and didn't complete their homework.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Our results have decreased from the previous AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

**Recommendations for Improvement:**

This time we will try to increase the results in the following ways:

- Increase the number of listening activities in class
- Encourage the students to complete the listening exercises on the Lab Manual
- Work more on presentations and oral exercises in class

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 1 – Fall 2014****SLO #5 – Demonstrate an elementary knowledge of Italian culture**

**Assessment\*:** *Students will answer to some written questions about readings covered during the semester. The main topics will be the different Italian regions, cities and various cultural elements.*

**Rubric:**

*0= inadequate*

*1=developing*

*2=adequate*

*3=accomplished*

*4=mastery*

**Data\*:**

Score	4	3	2	1	0
Number (149 students)	25.50%	23.49%	10.07%	12.75%	2.01%

We offered 7 sections of Italian 1 and 6 were assessed.

**Analysis and Interpretation:**

We feel that the students' performance is adequate, as the majority of the students became aware of Italian culture and starts to recognize the main Italian cities, arts and monuments. The reason the students did well is that we read many paragraphs in class about Italian culture and civilization and cultural questions are included in their on line homework. The students who underperformed probably didn't practiced enough or were often absent and didn't complete their homework.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Our results have decreased from the previous AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

**Recommendations for Improvement:**

This time we will try to increase the results in the following ways:

- Increase the number of cultural reading activities in class.
- Expose the students to Italian culture through readings, video, songs.

**Resource Needs:** None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Course number and title: Italian 1 – Spring 2015

**SLO #2 – Writing** - Write sentences/short paragraphs using the present and past tense of verbs, as well as level-appropriate vocabulary and idiomatic expressions.

**Assessment\*:** Students will write a paragraph in the target language about topics covered in class, using the vocabulary and the grammar structures learned.

**Rubric:**

0= inadequate

1=developing

2=adequate

3=accomplished

4=mastery

**Data\*:**

Score	4	3	2	1	0
Number (126 students)	13.49%	26.19%	22.22%	5.56%	4.76%

We offered 6 sections of Italian 1 and they were all assessed

### Analysis and Interpretation:

We feel that the students' performance is adequate, as the majority of the students succeeded in writing a well-structured paragraph in Italian. The reason the students did well is that we always assign writing activities in class and as homework. The writing activity requested them to use the vocabulary and the grammar structures studied in class. The students who underperformed probably didn't practiced enough and didn't complete their homework.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

We have similar results in the AAR of Spring 2014.

We will follow the recommendation below to improve in the future.

### Recommendations for Improvement:

This time we will try to increase the results in the following ways:

- Increase the number of writing activities in class
- Encourage the students to complete the writing exercises on the Lab Manual

### Resource Needs:

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 2 FALL 2014**

**SLO#1 Listening comprehension** *Demonstrate comprehension of Italian conversations of level-appropriate difficulty*

**Assessment\*:** *Students listen to a conversation in the target language and answer questions about it.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 42 students	59,52%	26.19%	9.52 %	0,00%	0,00%

We offered 3 sections of Italian 2, two sections were assessed.

**Analysis and Interpretation:**

We feel that the student performance is very good.

- The reasons the students did well is that we practiced listening comprehension in class.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue to assign listening exercises and practice listening activities in class.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 2 FALL 2014**

**SLO#5** *Demonstrate knowledge of various elements of Italian Culture.*

**Assessment\*:** *Students answer to questions about readings on Italian regions and various cultural elements.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 42 students	64,29%	21.43%	9.52 %	0,00%	0,00%

We offered 3 sections of Italian 2, two sections were assessed.

**Analysis and Interpretation:**

We feel that the student performance is very good.

- The students did well because they read in class the cultural part of the chapters and we discussed about it.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue to expose students to Italian culture through readings, videos, and movie clips.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: Italian 2 SPRING 2015**

**SLO#2 Writing** *Write sentences/paragraphs/short compositions utilizing grammar structures such as conditional mode, double pronouns and double negations, as well as level-appropriate vocabulary and idiomatic expressions.*

**Assessment\*:** *Students will write a composition utilizing all the grammar structures and the vocabulary learned in class.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 48 students	18.75%	20.83%	33.33 %	12.50%	6.25%

We offered two sections of Italian 2 and they were both assessed.

**Analysis and Interpretation:**

We feel that the students need to improve their writing.

- The students who did well wrote a composition for each chapter as it was assigned. Several students didn't practice writing therefore their writing skills were weak.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

The students need to do their assignments as recommended in the previous AAR.

**Recommendations for Improvement:**

I will continue to practice writing in class and emphasize the importance of writing the compositions assigned for each chapter.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 3 – Fall 2014**

**SLO #1 – Reading** - *Demonstrate comprehension of culturally relevant passages and literary texts.*

**Assessment\*:** *Students will read an article or a page of literature in the target language and answered questions about it.*

**Rubric:**

*0= inadequate*

*1=developing*

*2=adequate*

*3=accomplished*

*4=mastery*

**Data\*:**

Score	4	3	2	1	0
Number (15 students)	60%	20%	0%	0%	6.67%

We offered two sections of Italian 3 and one was assessed.

**Analysis and Interpretation:**

We feel that the students' performance is very high, as the majority of the students succeeded in understanding the article. The reason the students did well is that at intermediate level they are used to reading and analyzing passages as part of their class assignment and homework. The only student who underperformed had many absences and didn't practice enough.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Our results are similar to the previous AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

**Recommendations for Improvement:**

This time we will try to increase the results in the following ways:

- Increase the number of reading activities in class
- Encourage the students to complete the reading comprehension exercises as part of their homework
- Encourage them to get used to reading newspapers and articles in the target language

**Resource Needs:** None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 3 – Fall 2014**

**SLO #5 – There is no SLO #5 assessed in fall 2014.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Course number and title: Italian 3 – Spring 2015

**SLO #2 – Speaking** - *Analyze and synthesize class readings and current events in conversational settings and oral presentations using appropriate vocabulary, structures, idiomatic expressions, and correct pronunciation.*

**Assessment\*:** *Students will present a topic in class, using the vocabulary and the grammar structures learned during the semester.*

**Rubric:**

0= inadequate

1=developing

2=adequate

3=accomplished

4=mastery

**Data\*:**

Score	4	3	2	1	0
Number (21 students)	57.14%	28.57%	14.29%	0%	0%

We offered two sections of Italian 3 and one was assessed.

**Analysis and Interpretation:**

We feel that the students' performance is very high, as the majority of the students at this level are very interested. The reason the students did well is that at intermediate level they are used to speaking in class and prepare several presentations.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

We don't have data to compare for the AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

**Recommendations for Improvement:**

This time we will try to increase the results in the following ways:

- Increase the number of presentations in class.
- Encourage them to get used to reading, listening to music and watch movies in the target language to improve their vocabulary.

**Resource Needs:** None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 4 – Fall 2014**

**SLO #1 – Reading** - *Demonstrate comprehension of a variety of literary texts, short stories, newspaper and magazine articles.*

**Assessment\*:** *Students will read an article or a page of literature in the target language and answered questions about it.*

**Rubric:**

*0= inadequate*

*1=developing*

*2=adequate*

*3=accomplished*

*4=mastery*

**Data\*:**

Score	4	3	2	1	0
Number (9 students)	9%	0%	0%	0%	%

We offered two sections of Italian 4 and one was assessed.

**Analysis and Interpretation:**

We are very pleased with the students' performance, as all the students succeeded in understanding the article. The reason the students did well is that at intermediate level they are used to reading and analyzing passages as part of their class assignment and homework. Once they reach level 4 they are very serious and motivated.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

There are no results to compare in the previous AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

**Recommendations for Improvement:**

This time we will try to increase the results in the following ways:

- Increase the number of reading activities in class
- Encourage the students to complete the reading comprehension exercises as part of their homework
- Encourage them to get used to reading newspapers and articles in the target language

**Resource Needs:** None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 4 – Fall 2014**

**SLO #5 – There is no SLO #5 assessed in fall 2014.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Course number and title: Italian 4 – Spring 2015

**SLO #2 – Speaking** - *Demonstrate oral proficiency through analysis of class readings and current events.*

**Assessment\*:** *Students will present a topic in class, using the vocabulary and the grammar structures learned during the semester.*

**Rubric:**

*0= inadequate*

*1=developing*

*2=adequate*

*3=accomplished*

*4=mastery*

**Data\*:**

Score	4	3	2	1	0
Numero (7 students)	100%	0%	0%	0%	0%

We offered one section of Italian 4.

### Analysis and Interpretation:

We are very pleased with the students' performance, as all the students presentations were very clear, with good usage of vocabulary and grammar. The reason the students did well is that at intermediate level they are used to talk in Italian every class about different topics. Once they reach level 4 they are very serious and motivated.

We feel that the assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

We have no data to compare to the previous AAR of Fall 2013.

We will follow the recommendation below to improve in the future.

### Recommendations for Improvement

This time we will try to increase the results in the following ways:

- Increase the number of presentations in class.
- Encourage them to get used to reading, listening to music and watch movies in the target language to improve their vocabulary.

**Resource Needs:** None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 10 FALL 2014**

**SLO#1** *Identify the geographical position of Italy and its cities, regions, mountains and rivers.*

**Assessment\*:** *Students take a geography quiz in which they need to identify cities, regions, mountains, rivers and seas.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 22 students	59.09%	31.82%	0.00 %	0.00%	0.00%

We offered two sections of Italian 10 and one was assessed.

**Analysis and Interpretation:**

The students' performance was very satisfactory

- The students watched a video in class about Italian geography and the most important cities. After watching the video the students answered questions about it and they were prepared for the written quiz.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue to expose students to Italian geography and show them videos to inspire their curiosity.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: Italian 10 FALL 2014**

**SLO number and text: SLO#5. There is no assessment for SLO #5 in Fall 2014**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 10 SPRING 2015**

**SLO#2** *Identify and describe important historical events from the fall of the Roman Empire to modern times.*

**Assessment\*:** *In class discussion and analysis of important historical events as well as written tests on the main historical events and periods.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 14 students	14.29%	50.00%	7.14 %	0.00%	28.57%

We offered one section of Italian 10.

**Analysis and Interpretation:**

The students' performance was weak.

- The students who attended regularly and read the chapters assigned did very well. Some students had several absences and didn't read what was assigned therefore did poorly in the tests.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue to remind the students to read all the chapters assigned and to attend class regularly.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 50 FALL 2014**

**SLO#1** *Understand film as a visual representation of Italian social and political issues, historical periods, and human relationships*

**Assessment\*:** *In class discussion and analysis of the films and their influence on Italian society and politics. Students will write an essay on some of the topics discussed in class.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 13 students	53.85%	15.38%	23.08 %	7.69%	0.00%

We offered one section of Italian 50.

**Analysis and Interpretation:**

The students' performance was good.

- The students demonstrated a good understanding of the movies and their cultural implications.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue having an in depth analysis of the movies and their symbolism in class before writing an essay.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 50 FALL 2014**

**SLO#5 There is no assessment for SLO #5 in Fall 2014**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 50 SPRING 2015**

**SLO#2** *Broaden awareness and understanding of Italian Culture.*

**Assessment\*:** *In class discussion and analysis of the films and their influence on Italian society and culture. Students will write an essay on some of the topics discussed in class.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 24 students	16.67%	41.67%	25.00 %	4.17%	12.50%

We offered one section of Italian 50.

**Analysis and Interpretation:**

The students' performance was adequate.

- The students who attended regularly and participated to the discussions did very well. Some students had several absences and didn't read what was assigned therefore did poorly in the essays and did not contribute to the discussion.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue having an in depth analysis of the movies and their symbolism in class before writing an essay.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Italian 12 FALL 2014**

**SLO#1** *This SLO was not assessed.*

**SLO #5** *Write clear, well-developed, insightful essays about the texts studied.*

**Assessment\*:** *Students will write an essay on the texts discussed in class.*

**Rubric:** 0- inadequate  
1 – developing  
2 – adequate  
3 – accomplished  
4 - mastery

**Data\*:**

Score	4	3	2	1	0
Number 10 students	60.00%	10.00%	10.00 %	0.00%	10.00%

We offered one section of Italian 12

**Analysis and Interpretation:**

The students' performance was good.

- The students who attended regularly and participated to the discussions did very well. Some students had several absences and didn't read what was assigned therefore did poorly in the essays and did not contribute to the discussion.
- The assessment tool is appropriate for their level and it aligns with the stated outcome. The rubric is also satisfactory

**Closing the Loop (Reflections on previous Recommendations):**

We didn't have data to analyze this SLO in the 2013 AAR.

**Recommendations for Improvement:**

I will continue having an in depth analysis of the texts before writing an essay.

**Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

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## **BIT 11A: Computer Keyboarding and Document Processing**

**SLO #1:** Use a computer keyboard to enter text and data by touch control in a manner efficient enough to create common personal and business communications such as email, discussion group messages, instant messages, and data entry; efficient is defined as keyboarding without being distracted by visually locating the correct keys, at 25 words per minute or higher for 3 minutes, with three or fewer errors.

**Assessment:** The student keys a 3-minute Timed Writing to measure speed and accuracy. The best of three attempts is graded. Attempts with more than five errors receive additional deductions and attempts with over ten errors receive no credit.

**Results & Analysis:** The student results of the timing were divided into three competency categories:

- Above (80 to 100%) – student timing was 27 words per minute or more with accuracy
- Good (70 to 79%) – student timing was 22 to 26 words per minute with accuracy
- Below (0 to 69%) – student did not meet minimum speed or accuracy

Term	Above	Good	Below
Fall 2014	75%	4%	21 (100% did not complete assignment)
Spring 2015	71%	12%	17% (67% did not complete assignment)

**Recommendations for Improvement:** Build in more timing practice as students work through the document processing portion of the course.

**SLO #2:** Use word processing software in an organizational setting to construct and edit basic business documents, such as letters, memorandums, and one-page reports, by choosing and applying the most appropriate skills, tools, and features.

**Assessment:** The student creates a Memo and keys it along with a Block-Style Letter. The instructor verifies keyboarding score and grades it for formatting.

**Results & Analysis:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student met keyboarding software requirements and has correct formatting
- Good (70 to 79%) – student met keyboarding software requirements and had minor formatting errors
- Below (0 to 69%) – student did not meet keyboarding software requirement and/or had excessive formatting errors

Term	Above	Good	Below
Fall 2014	63%	4%	33%(63% did not complete assignment)
Spring 2015	82%	0%	18% (67% did not complete assignment)

**Recommendations for Improvement:** Review format of memos and letters along with other business documents. Consider going through a peer review process before submitting final documents.



## BIT 25: Survey of Computer Technology in Business

**SLO #1:** Demonstrate an understanding of how networks of hardware, software, and communication technologies interact to create the foundation for productivity and efficiency in an organization or for an individual.

**Assessment:** The student sets up a discussion post that addresses how technology has changed communication between classmates, work associates, and family and friends. In the post, the student lists hardware, software, and other applications that could be used to communicate and collaborate with others in a class, in a workplace, and social gathering. The student also addresses how he/she would use these type of hardware, software, and communication technologies to his/her advantage in order to increase the productivity and efficiency either personally or professionally. The student is required to respond to posts of classmates.

**Results & Analysis:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements by adding extra detail or examples
- Good (70 to 79%) – student met minimum requirements of the assignment
- Below (0 to 69%) – student did not meet minimum requirement of the assignment

Term	Above	Good	Below
Fall 2014	79%	3%	18% (71% of these students did not complete the assignment.)
Spring 2015	82%	4%	15% (76% of these students did not complete the assignment.)

**Recommendations for Improvement:** Completion is an area for improvement. Reminders to individual students who have not posted in addition to the announcements about completing the assignment to the entire class could help to decrease the percent of non-completers.

**SLO #2:** Compare software to determine the most appropriate applications and tools to accomplish a task in an organizational setting or for personal use.

**Assessment:** The student sets up a discussion post that lists two application software that helps do everyday tasks, and would be beneficial to have in a workplace, school setting, or home. The software from two different categories is found by doing an Internet search, and system requirements are given along with an explanation for the choice and the benefits from using it. The student is required to reply to a classmates' post with comments that might include his/her knowledge of the software, and possible suggestions of other software with similar features.

**Results & Analysis:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements by adding extra detail or posted multiple comments to classmates
- Good (70 to 79%) – student met minimum requirements of the assignment
- Below (0 to 69%) – student did not meet minimum requirement of the assignment

Term	Above	Good	Below
Fall 2014	78%	2%	20% (94% of these students did not complete the assignment.)
Spring 2015	75%	7%	18% (76% of these students did not complete the assignment.)

**Recommendations for Improvement:** Identify individuals in the class who have a history of not completing assignments in a timely manner and communicate with them specifically about completion to develop a plan that will help them complete the assessment and other assignments in the class.

**SLO #3:** Research and analyze how computer technology can solve problems in society and in the workplace.

**Assessment:** For the Final Project, the student chooses a specific technology or an area of technology to research, posts a statement on the discussion board, and then develops a Word document, a PowerPoint presentation, and an Excel spreadsheet. After the student chooses a topic, he/she must submit an open discussion to the class that identifies the topic, lists at least one resource, states the importance of the topic to themselves personally, to society, or to the workplace. The discussion post solicits comments from class, and specifically the approval of the topic from the instructor before the Final Project is completed.

**Results & Analysis:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements by including additional references or added features to presentations and spreadsheets
- Good (70 to 79%) – student met minimum requirements of the assignment
- Below (0 to 69%) – student did not meet minimum requirement of the assignment

Term	Above	Good	Below
Fall 2014	59%	8%	33% (55% did not complete assignment. Remaining students submitted an incomplete assignment to earn enough points for desired grade.)
Spring 2015	47%	18%	35% (43% did not complete the assignment. Remaining students submitted an incomplete assignment to earn enough points for desired grade.)

**Recommendations for Improvement:** Students are indicating that they are satisfied with a lesser grade because of the workload required by their other classes. Introducing the Final Project earlier, breaking it up into smaller pieces, and utilizing peer review would get more students to complete the assessment.

**Course name and number: BIT 105A: Business Software – Microsoft Access Level 1**

**SLO number and text:** SLO 1: Use database software in an organizational setting by choosing and then applying the most appropriate skills, tools, and features to solve the business problem.

**Assessment:** The students are given a list of an organization's clients, and asked to develop a form to enter client data in the database. Then after entering the client data, the student must analyze the database by creating a professionally formatted report from a query that displays all clients in the state of Texas.

**Rubric:**

- 4--Above—(80 to 100%) – Student developed and created a form and report that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- 3--Good—(70 to 79%) – Student developed and created a form and a report in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- 2--Below (0 to 69%) – Student developed and created a form and report in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	31%	25%	43%
Spring 2015	50%	7%	42%

**Analysis of Results:**

In terms of student performance, the data demonstrates that of the students who completed the assessment, the results were quite good—all scored Good or Outstanding, and this has been consistent with past semesters. Ideally, 75% of students should score in the Outstanding, Good, or Average categories.

Analysis of student performance: Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for

various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

The major area in which improvement must be addressed is the completion rate. Of those who did not complete the assessment, approximately 50% had stopped participating after the last date to drop but well before the assessment was due. When analyzed in this manner, the true non-submission rate is not as high. Additionally, had these students dropped in a timely manner, the percentages in the other categories would increase.

#### **Recommendations for Improvement:**

Until the next level of software is released and implemented in the course (potentially in the Fall 2016 semester), we are satisfied with the SLO, the rubric, and the assessment tool. The Access database software typically does not change much from release to release, however, we are considering adding a component using the product Salesforce.com if we can arrange an agreement with the vendor. This would add a CRM (Customer Relationship Management) component to the course.

Additionally, for the Fall 2015 semester, this course will be eliminated and replaced by a pre-requisite course that covers introductory Access along with introductory Word, Excel, and PowerPoint. This is part of a program re-design so that students can more easily follow a path where they can **earn a certificate and an associate degree in 60 units**.

**Course name and number: BIT 105B: Business Software – Microsoft Access Level 2**

**SLO number and text:** SLO 1: Analyze business needs to develop an appropriate database solution to a business problem.

**Assessment:**

The managers of Front Range Sports feel they should have better information about employees and suppliers—including mobile phone contacts. They also want to add security measures for inputting data that warns users that the information is confidential. Additionally, management is dissatisfied with the current reporting because it does not display average prices of all products in inventory. Finally, management wants to move to a web-based database and needs to understand what types of navigational controls are necessary to display forms and reports in a web browser. Make of list of the database objects necessary to address the managers' needs and then develop the appropriate database objects in the database.

**Rubric:**

- 4--Outstanding—(80 to 100%) – Student modified or created the appropriate database objects that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- 3--Good—(70 to 79%) – Student modified or created the appropriate database objects in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- 2--Average (0 to 69%) – Student modified or created the appropriate database objects in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	67%	0%	33%
Spring 2015	67%	0%	33%

**Analysis of Results:**

Analysis of student performance: Students in the BIT computer applications courses typically perform quite well—or not well at all. Additionally, in an advanced course like this one, all the students are motivated to continue their learning of database software. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

Learning to use the Access databases is considered to be the most difficult of all the computer applications, so students who complete BIT 105A are likely to be motivated and prepared to do well in BIT 105B.

**Recommendations for Improvement:**

Until the next level of software is released and implemented in the course (potentially in the Fall 2016 semester), we are satisfied with the SLO, the rubric, and the assessment tool. The Access database software typically does not change much from release to release, however, we are considering adding a component using the product Salesforce.com if we can arrange an agreement with the vendor. This would add a CRM (Customer Relationship Management) component to the course.

Additionally, for the Fall 2015 semester, this course will be expanded to cover a portion of what is now BIT 105A. To enroll in this new course, students must complete BIT 106 as a pre-requisite and which includes introductory Access content. This is part of a program re-design so that students can more easily follow a path where they can **earn a certificate *and* an associate degree in 60 units.**

**Course name and number:** BIT 106: Comprehensive Microsoft Office System

**SLO number and text:** SLO #1: Use each of the four common Microsoft business software applications—Word, Excel, Access, and PowerPoint—in an organizational setting by choosing and applying the most appropriate skills, tools, and features to solve the business problem.

**Assessment:**

Develop and construct a newsletter in Word that describes the student government program at your college. The newsletter should contain a short article explaining what the student government program is, and then another article describing the overall student government program. You can find information about the student government program at your college Web site. Add an appropriate decorative title, add one or more appropriate pictures or clip art graphics, format the articles in a two-column format, keep the newsletter one page in length, and include titles for both articles.

Create an Excel spreadsheet to explore financing options for the purchase of five new delivery trucks, assuming the cost of the five trucks is \$150,000 and that the finance period will be 36 months. Use appropriate Excel functions to calculate the monthly payment for varying interest rates from 4.5% to 8% in .5% increments. Use appropriate titles, subtitles, row and column headings, and other formatting tools to display the data attractively and so that it is easy to determine the monthly payment for each interest rate.

Using the provided list of Athletes and Athletic Scholarships, import the data into a new Access database, establish the database relationships (one athlete can have many scholarships), and then create and format for printing the following queries: *Which scholarship, and for which sport, are in the amount of \$300?*, *Which scholarships over \$500 were awarded for Football?*, *What is the name, email address, and phone number of student athletes who have received swimming or tennis scholarships?*.

Using information from your college catalog or college Web site, create a PowerPoint presentation describing the student government program at your college with the intent of getting students interested in joining a student club or student activity. Describe the benefits of participating in student government, and describe some of the major events and activities. Apply a design of your choice, change the background style of at least one slide, and apply appropriate slide transitions and animation.

**Rubric:**

- 4--Outstanding—(80 to 100%) – Student developed and created the newsletter, the spreadsheet, the database, and the presentation in a professional manner and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- 3--Good—(70 to 79%) – Student developed and created the newsletter, the spreadsheet, the database, and the presentation in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- 2--Average (0 to 69%) – Student developed and created the newsletter, the spreadsheet, the database, and the presentation in a manner lacking complete professional quality and did not

address all of the four criteria—Software Mastery, Content, Format and Layout, and Process—in each of the four deliverables. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format one or more of the deliverables in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	85%	0%	15%
Spring 2015	67%	0%	32%

**Analysis of Results:**

Analysis of student performance: Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

The major area in which improvement must be addressed is the completion rate. Of those who did not complete the assessment, approximately 50% had stopped participating after the last date to drop but well before the assessment was due. When analyzed in this manner, the true non-submission rate is not as high. Additionally, had these students dropped in a timely manner, the percentages in the other categories would increase.



**Course name and number:** BIT 107: Business Software Microsoft Windows

**SLO number and text:** Use the Windows operating system features to manage, store, and retrieve computer files.

**Assessment:** Students are asked to assume the role of a Computer Help Desk operator for a large hotel chain, and then construct responses to questions. As an example, an email question might come in as follows:

I am the Corporate Director of Food and Beverage at our corporate office. I have hundreds of electronic files from all of our different hotel properties that deal with various aspects of the Food and Beverage operation. I need to organize and find files by location and also by type of menu. Is there a way I could find, for example, only files that pertain to brunch menus at our Orlando facility or only files that pertain to wedding reception menus at both the Honolulu and Cabo San Lucas locations?

The student constructs a response that outlines a plan a manager could implement to organize files in folders and use search techniques to find only the files he or she needs.

Rubric:

- Outstanding—(80 to 100%) – Student developed and created a response that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- Good—(70 to 79%) – Student developed and created a response in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- Average (0 to 69%) – Student developed and created a response in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Spring 2015	93%	%	7%

**Analysis of Results:**

Analysis of student performance: Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

The major area in which improvement must be addressed is the completion rate. Of those who did not complete the assessment, approximately 90% had stopped participating after the last date to drop but well before the assessment was due.

## BIT 108: Business Software – Microsoft Outlook and Productivity Tools

**SLO # 1:** Use Outlook and productivity tools to apply the most appropriate skills, tools, and features for organizational communications, planning, and scheduling.

**Assessment:** The college operates a fully staffed child development center for use by its students, faculty, and staff. Because of the college's large adult education program, the center is an important resource for students. The child development center falls under the control of Clarence Krasnow, Director of Resource Development. Compose an e-mail message from Krasnow to James Smith, Vice President of Student Affairs. Dr. Smith is creating an information sheet about the child development center that will be included in the student packet for incoming adult students. Mr. Krasnow's message describes the facility, staff, and hours of operation of the center. For the text of the message, write three paragraphs of general information—an introductory paragraph describing the facility, a second paragraph describing the staff, and a third paragraph that covers the hours of operation. Close the message using the name Clarence. Schedule a meeting to discuss new hours for the center's operation.

**Results & Analysis:** The student results of the assignment were divided into four competency categories:

- Above—(80 to 100%) – Student developed and created a response that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- Good—(70 to 79%) – Student developed and created a response in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- Below (60 to 69%) – Student developed and created a response in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

- **Data:**

Score	Above	Good	Below
Spring 2015	93%	0%	7%

Of the students enrolled in the class, 92% submitted an assessment that was Outstanding, 2% submitted an assessment that was Good, 0% submitted an assessment that was Average, 6% submitted an assessment that Needed Improvement or submitted no assessment at all.

## BIT 109: Microsoft PowerPoint

**SLO #1:** Construct business presentations using Intermediate to Advanced PowerPoint features that are accurate, well-organized, and are appropriate to the audience and purpose.

**Assessment:** Using a case study, the student is given corporate sales and marketing information for a large retail corporation. Using accurate data and appropriate formatting techniques, each student develops a presentation that the Vice President of Marketing can use a corporate marketing retreat to communicate the company's plans to expand their product line.

**Results & Analysis:** The student results of the timing were divided into three competency categories:

- Above (80 to 100%) – student developed the presentation and used formatting layouts that were appropriate for the presentation audience and purpose with little to no errors in accuracy and formatting.
- Good (70 to 79%) – student met the minimum requirements of the assignment, but either included inaccurate data or did not format all slides in an appropriate manner.
- Below (0 to 69%) – student did not meet minimum requirements of the assignment or did not complete the assignment.

Term	Above	Good	Below
Fall 2014			
Spring 2015	75%	0%	25% (67% did not complete assignment)

**Recommendations for Improvement:** If the student completed the assessment, the likelihood that they did well is high. So, the focus remains with getting all students to complete the assessment. Breaking down the assessment into some smaller components would help those students who might get overwhelmed with the trying to complete the assessment all at once.

**Course name and number:** BIT 115: Business Records Skills

**SLO number and text:** 1. Identify and then implement business records solutions for the management of an organization's important documents.

**Assessment:** Students are provided with 50 representative documents from an organization, and then by applying the correct records rules and using the appropriate database technology, the students set up reference files according to date, significant, and subject.

Rubric:

- Outstanding—(80 to 100%) – Student developed and created a records system that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- Good—(70 to 79%) – Student developed and created a records system in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- Average (7 to 69%) – Student developed and created a records system in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	85%	0%	15%

**Analysis of Results:**

Analysis of student performance: Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

**Course name and number:** BIT 128A: Business Software – Microsoft Word Level 1

**SLO number and text:** 1 Apply the most appropriate skills, tools, and features of word processing software to format and arrange business documents to clearly and accurately communicate information and ideas in an error free and organized manner.

**Assessment:** The student uses text, graphics, and document formatting features in Word to create a professional-looking newsletter that includes two-columns and hyperlinks.

**Rubric:**

- 4--Above—(80 to 100%) – Student developed and created a form and report that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.
- 3--Good—(70 to 79%) – Student developed and created a form and a report in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.
- 2--Below (0 to 69%) – Student developed and created a form and report in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	85%	0%	15%

**Analysis of Results:**

Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

The major area in which improvement must be addressed is the completion rate. Of those who did not complete the assessment, approximately 50% had stopped participating after the last date to drop but well before the assessment was due. When analyzed in this manner, the true non-submission rate is not as high. Additionally, had these students dropped in a timely manner, the percentages in the other categories would increase.

**Course name and number:** BIT 128B: Business Software – Microsoft Word Level 2

**SLO number and text:** 1 Apply complex word processing features to create business documents that clearly and accurately communicate information and ideas in an error free and organized manner.

**Assessment:**

The student is given a list of clients and information about data that needs to be obtained from clients. The student is then asked to develop survey questions to obtain the necessary information, turn the survey into a form that can be used as a mail merge main document, and then merge the form with the client list.

**Rubric:**

4--Outstanding—(80 to 100%) – Student developed and created a survey and mail merge that addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with outstanding quality. The student chose the most appropriate software tools, presented a solution that was clear and well organized, used format and layout to communicate effectively, and demonstrated an organized approach to the process.

3--Good—(70 to 79%) – Student developed and created a survey and mail merge in a manner approaching professional quality and addressed each of the four criteria—Software Mastery, Content, Format and Layout, and Process—with good quality. The student used appropriate software tools but not always in an efficient manner, presented a solution in which one or two components were unclear, used format and layout to communicate but not always effectively, and demonstrated an organized approach to the process but lacked complete self-assessment. Most assessment requirements were met.

2--Average (0 to 69%) – Student developed and created a survey and mail merge in a manner lacking complete professional quality and did not address all of the four criteria—Software Mastery, Content, Format and Layout, and Process. The student sometimes used inappropriate software tools, presented a solution in which three or more components were unclear, used format and layout to communicate but not with great skill, and demonstrated an inefficient approach to planning. Most assessment requirements were met. Student met some of the requirements of the assessment but either included inaccurate data or did not format the response in a professional manner.

**Data:**

Score	Above	Good	Below
Fall 2014	81%	0%	19%

**Analysis of Results:**

Students in the BIT computer applications courses typically perform quite well—or not well at all. Early in the course, the successful students tend to engage with the challenge of using technology to solve a business problem and continue to enjoy the feeling of accomplishment as the course progresses. Students who are not successful are typically those that—for various reasons—cannot maintain a consistent rate of participation. Typically this is because “life” just gets in the way.

**Recommendations for Improvement:**

Adding collaboration at the document level is valued by employers and should be added to the course. That is, students use Word’s collaboration feature to edit a document simultaneously with one or two other students. Additionally, for the Fall 2015 semester, this course will be expanded to cover a portion of what is now BIT 128A. To enroll in this new course, students must complete BIT 106 as a pre-requisite and which includes introductory Word content. This is part of a program re-design so that students can more easily follow a path where they can **earn a certificate and an associate degree in 60 units**.

## BIT 133A: Microsoft Excel Level 1

**SLO:** Use Excel tools and features to solve a business problem that includes the results of calculations on financial and statistical data. Present the results in a worksheet format that is informative and useful to the reader.

**Assessment:** Using a case study, the student is given year-end revenue and inventory summary information for a large retail corporation. With this information the student must develop a workbook that summarizes and charts net sales and expenses and that compares ending inventory of the company-owned production facilities. The worksheets must include formats and formulas that clearly illustrate stock level and ordering information. The student must develop appropriate and accurate formulas and format the data and charts in an easily understandable manner.

**Results:** The student results of the assignment were divided into four competency categories:

- Outstanding—(90 to 100%) –Student developed a workbook with accurate formulas and appropriate charts. Stock levels were easily recognized through the use of conditional formatting and accurate IF functions. All worksheets were formatted professionally and in an easy to understand manner.
- Good—(80 to 89%) – Student developed a workbook in which most formulas and charts were accurate and appropriately formatted. Most assignment requirements were met.
- Average (70 to 79%) – Student met some of the requirements of the assignment but either included inaccurate data or did not format many of the worksheets in a professional manner.
- Needs Improvement (0 to 69%) – student did not meet minimum requirement of the assignment or did not complete the assignment.

Term	Outstanding	Good	Average	Needs Improvement	Did Not Submit the Assignment
Fall 2014	49%	5%	5%	2%	39%

**Analysis:** As indicated in other BIT SLO analysis, students in the BIT computer applications courses typically perform quite well—or not well at all. Approximately 20% of the students who did not submit the assignment had stopped participating in the course after the final drop date but before the assignment was due.

**Recommendations for Improvement:** This is a difficult project, yet only a small number of students scored in the Needs Improvement competency category. The larger issue is addressing the number of students who did not complete the assignment. Beginning Summer 2015, the course has been replaced with BIT 133 which has a prerequisite. The prerequisite should help address the completion rate for this assignment and overall success rates in the course.



**BIT 133B: Microsoft Excel Level 2**

**SLO #1:** Evaluate a complex business problem and use Excel software to solve the business problem by developing a worksheet that presents the results of calculations on financial and statistical data in a manner that is informative and useful to the reader.

**Assessment:** Using a case study, the student is given source data for the Parks and Recreation department of a medium sized city. With this information the student must develop a workbook using PivotTables and PivotCharts to analyze usage and expense data for several city parks. The worksheets must be formatted in a professional and easily understandable manner.

**Results:** The student results of the assignment were divided into four competency categories:

- Outstanding—(90 to 100%) –Student developed a workbook with accurate formulas and appropriate charts. Stock levels were easily recognized through the use of conditional formatting and accurate IF functions. All worksheets were formatted professionally and in an easy to understand manner.
- Good—(80 to 89%) – Student developed a workbook in which most formulas and charts were accurate and appropriately formatted. Most assignment requirements were met.
- Average (70 to 89%) – Student met some of the requirements of the assignment but either included inaccurate data or did not format many of the worksheets in a professional manner.
- Needs Improvement (0 to 69%) – student did not meet minimum requirement of the assignment or did not complete the assignment.

Term	Outstanding	Good	Average	Needs Improvement	Did Not Submit the Assignment
Fall 2014	68%	8%	0%	3%	21%

**Analysis:** Students continue to perform well on this assessment as they have in previous years as indicated by the 76% of students who achieved mastery of the SLO at the Outstanding or Good level. The majority of these students completed BIT 133A prior to enrolling in 133B and this likely contributes to the high mastery rates. Of the 21% who did not submit the assignment, only 1 student was still participating in the course by the end of the semester. The remaining students stopped participating after the final drop deadline and as a result did not submit the assignment.

**Recommendations for Improvement:**

Beginning Summer 2015, this course will no longer be offered and has been replaced by BIT 133 as part of an overall restructuring of the BIT program.

The SLOs for the following courses were not assessed during the 2014-2015 academic year as they were taught by adjunct faculty. The BIT program has developed a process for assessing SLOs so that the courses can be including in the Annual Assessment Report for the 2015-2016 academic year.

BIT 117, BIT 124

**2014-2015 Life Sciences Annual Assessment Report**

**Courses submitted:**

**ANAT 025 (SLO #1 and #2)**

**ANAT 110**

**ANAT 115**

**BIOL 002**

**BIOL 003**

**BIOL 004**

**BIOL 010A**

**BIOL 010B**

**BIOL 010C**

**BIOL 011 (Hybrid)**

**BIOL 011**

**BIOL 014 (SLO #1 and #2)**

**BIOL 016**

**BIOL 039**

**MICRO 002**

**PYSO 001**

**Please note: BIOL 038 and BIOL 102s are part of the Biotech AAR.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

**Course number and title:** ANAT 025 General Human Anatomy

**SLO number and text:** SLO#1 Identify gross and microscopic anatomy and explain interactions of the major organ systems of the body.

**Assessment:** Instructors evaluated students on a practical lab exam. Students were asked to identify various components of cells and tissues microscopically as well as organs and organ systems macroscopically (gross anatomy).

**Rubric:** Students received scores on this SLO ranging from 0-4, based on their exam scores. 90-100%=4, 80-89%=3, 70-79%=2, 60-69%=1, and below 69% =0.

**Data:** In Fall 2014, thirteen sections of ANAT 25 were offered. Five of those assessed SLO #1. The following data is for those five sections, which included a total of 154 students.

Score	4	3	2	1	0
Percent (154 students)	14%	23%	23%	14%	26%

**Analysis and Interpretation:** The first unit of ANAT 25 focuses on an introduction to the human body and includes a detailed discussion of the cell, tissues, organs, and organ systems. Each of the eleven organ systems is introduced and students learn organs included in each, as well as their basic functions. Students also learn the definitions of gross and microscopic anatomy, and they begin using microscopes to look at cells and tissues and anatomical models to view organs and organ systems. While all of these concepts are covered, this is often the first science class the students have taken and this is a lot of detailed information to absorb in a short time. Many students have never used a microscope before, making microscope anatomy even more challenging.

While there are many students scoring 4, 3, and 2 in the above assessment, there is a high percentage scoring 0. A possible reason is the large number of students taking Anatomy as their first science class, since there is no prerequisite for this course.

This exam was chosen for this assessment because of the almost even balance between macroscopic and microscopic identification required. This exam does not, however, assess whether students are learning to “explain interactions of the major organ systems”, as stated in SLO#1.

**Closing the Loop:** Since SLO#1 was last assessed in 2012, Anatomy 25 instructors have discussed several changes, such as decreasing the amount of terminology students are required to learn, having more in-class tutoring, and giving students more lab activities to help structure lab time.

Because funding is not available for in-class tutoring, it is difficult to get consistent tutoring in all sections. Also, instructors feel the need to maintain a certain standard in this course in

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

order to better prepare students for rigorous nursing and other healthcare programs, so they are not willing to decrease the amount of material covered. A primary concern of all Anatomy instructors is the lack of a prerequisite in this course, which would help students prepare for the rigors of this class. Most of the energy toward making changes for this course has been in getting the prerequisite reinstated.

**Recommendations for Improvement:** SLO #1 states that students should be able to “explain the interactions of the major organ systems of the body”. While ANAT 25 introduces the organs and organ systems, including their basic functions, this course not go into any detail with their interactions. Their interactions require understanding the organs in a more advanced and integrated way, which is covered in Physiology (which most of these students will take after taking Anatomy). And as stated above, this assessment did not assess students’ ability to explain interactions of the major organ systems.

A more appropriate wording for this SLO is “Students will identify the anatomy of cells, tissues, organs, and organ systems”. This assessment and rubric would then be appropriate for this SLO.

Our goal is to increase the number of students in the 3 and 4 range for this particular assessment and lower the number of students receiving a 0. Having more students entering with improved study skills (after taking a prerequisite course) will hopefully help change these numbers.

**Resource Needs:** Having some funding available for a limited number of tutors for this class would be very helpful. Also, the study of Anatomy requires many visual aids. Funding for more resources such as anatomical models and slides would allow students to work together in smaller study groups, which is very beneficial.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

**Course number and title:** ANAT 025 General Human Anatomy

**SLO number and text:** SLO#2 Interrelate structure and function at the various levels of organization in the human body.

**Assessment:** Instructors evaluated students on a written exam in which they were asked to relate structure and function at the cellular, tissue, organ, and organ system level.

**Rubric:** Students received scores on this assessment ranging from 0-4, based on their exam scores. 90-100%=4, 80-89%=3, 70-79%=2, 60-69%=1, and below 69% =0.

**Data:** In Spring 2015, fourteen sections of ANAT 25 were offered. Six of those assessed SLO #2. The following data is for those six sections, which included a total of 148 students.

Score	4	3	2	1	0
Percent (148 students)	14%	24%	29%	16%	16%

**Analysis and Interpretation:** The important relationship between structure and function is introduced in this first unit of Anatomy 25. Various levels of organization in the human body, such as the cellular, tissue, organ, and organ system level are also introduced. This assessment focused on those two important concepts. Overall, the scores on this assessment reflect a fairly good understanding of these concepts for the majority of students, although there is a large percentage scoring 1's and 0's.

One reason for the lower scores could be the amount of detail covered in this course and the lack of a prerequisite course. Many of these students are taking this very detailed course during their first semester at PCC and many have never had a science class. Many students do not understand how much study time is necessary and many do not have good study skills coming into this class.

This assessment was used because it has a high percentage of questions focusing on SLO #2. We feel that it is a good assessment for this SLO.

To improve scores on this assessment in the future, anatomy instructors have discussed increasing the number of in-class tutors and developing activities which might better structure lab time. Because funding is not available for in-class tutoring, it is difficult to get consistent tutoring in all sections. A primary concern of all Anatomy instructors is the lack of a prerequisite in this course, which would help students prepare for the rigors of this class. Most of the energy toward making changes for this course has been in getting the prerequisite reinstated.

**Recommendations for Improvement:** Our goal is to increase the number of students in the 3 and 4 range for this particular assessment and lower the number of students receiving a 0. Having more students entering with improved study skills (after taking a prerequisite

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

course) will hopefully help change these numbers. We are also continually working toward developing more effective lab activities to help students learn better study skills and learn anatomy.

**Resource Needs:** Having some funding available for a limited number of tutors for this class would be very helpful. Also, the study of Anatomy requires many visual aids. Funding for more resources such as anatomical models and slides would allow students to work together in smaller study groups, which is very beneficial.

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**Course number and title: ANAT 110 Dissection Anatomy**

**SLO number and text:** 2. Prepare and apply solutions used in maintenance of the cadaver.

**Assessment:** All individuals calculated quantities of solutes necessary to prepare solutions at beginning of term, prepared them as necessary, and applied them on a weekly basis.

**Rubric:** Accurate math, chemistry and weekly application = 4; minor errors in math/chemistry or misapplication = 3; major error in math/chemistry or multiple misapplications = 2; only applications (no math/chem) = 1; failure to participate = 0.

**Data\*:** Spring 2015, CRN 32506, total number of students 11.

Score	4	3	2	1	0
Percent	45%	36%	18%	0%	0%
(## students)	5/11	4/11	2/11	0/11	0/11

**Analysis and Interpretation:**

Although this is an advanced class, requiring ANAT 25 as a prerequisite, it does not have any particular math or chemistry prerequisite. Because the solutions are dangerous, they cannot be made by anyone failing to calculate or measure ingredients appropriately. Those whom got the math wrong initially are allowed a second chance to determine appropriate values. Absences are the only reason for lower scores.

**Closing the Loop (Reflections on previous Recommendations):**

Check the 2012 AAR to see what you said last time you assessed these SLOs.

**Recommendations for Improvement:**

ANAT 110 currently has 10 SLOs, many of which are related to proper lab maintenance. This SLO (#2) could easily be combined with others (#1 & #3) to be a more comprehensive assessment.

**Resource Needs:**

Because of the underlying math and chemistry necessary in solutions preparation, additional measuring devices (both scales and glassware) should be allocated to this course.

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## Assessment Report 2015

### FALL 2015 SLO Assessment

Instructor: \_Terri Borman\_\_\_\_\_

Course: \_ANAT 115\_\_\_\_\_

CRN: \_\_72009\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

SLO #1 Demonstrate proficiency with terminology of head and neck anatomy, including correct pronunciation and spelling.

Method of Assessment (describe assessment and attach rubric if available):

Instructor gave a fifty point practical exam, which assessed students' ability to correctly locate and identify nerves and blood vessels of the head and neck. Students were also asked to identify pathways which these nerves and vessels followed, further assessing their knowledge of the anatomy and terminology of bony structures, muscles, and nearby tendons and ligaments involved in these pathways. Terminology was also graded for correct spelling on this assessment.

Total Students Assessed: \_17\_\_\_\_\_ (There is only one section of ANAT 115 offered and this one section was assessed for this SLO). For the rubric, students scoring 90-100% received a 4, students scoring 80-89% received a 3. No students scored below a 3.

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	16	1	0	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (3 or 4).

Dental Hygiene students must know the detailed anatomy of structures surrounding the oral cavity. Relevant bones and muscles are studied in one unit and reviewed as students then move on to study important nerves, blood vessels, and the pathways these follow as they travel toward the oral cavity. Repetition is important for mastering detailed anatomical structures, so covering this material in two units over approximately five weeks of the semester is very helpful. Most of the students who received a 4 (which was almost the entire class) worked together in effective study groups during lab time on activities that facilitated repetition with this terminology.

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## Assessment Report 2015

What factors may have influenced the students who scored poorly on this SLO (0 or 1)?

No students scored below a 3 on this assessment.

What suggestions would you recommend to help more students achieve success with this SLO?

Since no students scored poorly on this assessment, I don't feel changes in pedagogy or student study habits are necessary at this time.

### Resource Needs:

Students learning Head and Neck Anatomy need visual aids, such as skulls and other anatomical models necessary for learning bones, muscles, nerves and blood vessels. Many of the skulls used in this course have been broken and need to be replaced. More funding to replace old and broken models would be very helpful for students in this course.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Course number and title: (Biol 2: Animal Biology)

#### SLO number and text:

**SLO1.** Understand the naming (taxonomy), evolutionary relationships (systematics), and patterns of descent (phylogeny) of the major animal groups.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed?

**In the Fall 2014 semester,** SLO1 was assessed via performance on the third of five lab practical exams. During practicals, students identified the taxonomic categories and phylogenetic relationships of actual organisms. The third lab practical was chosen for assessment as the learning curve on taking this type of exam is substantial; by the third exam, students have experienced the format and have had the chance to adjust their preparation strategies. Sample lab practical items follow, with the questions on the right and the answers on the left. The specimen that the student was presented with was a fossil trilobite:

1. trilobites

What is the common name for these arthropods?

2. no

Are any species of this subphylum living today?

#### Rubric: Include the rubric used to score students

A rubric was not used to score the lab practical exams. Instead, students fill in the blanks with the correct term. There were 25 specimens with two questions per specimen worth two points each, for a total of 50 questions and 100 points. Partial credit of 1 point was awarded for gross misspelling, partial completion, or answers that are on the right track. The lab practical performance was applied to the table below:

4: ≥85% points earned

3: 85>points earned≥70

2: 70>points earned≥65

1: 65>points earned≥50

0: >50 points earned

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

During the Fall 2014, three sections of Biol 2 were offered, but only two were assessed: #1913 & #1164.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

For Fall 2014, 48 students total were assessed in two out of three sections. The other section was taught by a part-time adjunct faculty member who was not required to assess SLOs.

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
Score	4	3	2	1	0
Percent (of 26 students)	8%	39%	8%	19%	26%
Percent (of 22 students)	41%	14%	14%	9%	23%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

Percent For Both Sections	23%	27%	10%	15%	25%
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### Analysis and Interpretation:

The Fall 2014 sections performed according to expectations. The practical exam format is challenging, and it is not uncommon for class averages to be around 60%, as in one of the sections this semester. Although the other section did have a 75% average on this exam. A central strategy that increases performance on lab practical exams is adequate early preparation. We stress that study of specimens must begin immediately and must progress at a slow, steady pace. Procrastination is certain failure, and often students do not believe this until they have experienced one or more practical exams.

The performance across both sections is clearly bimodal with 50% of students performing at the "Accomplished" and "Mastery" levels and 40% of students performing at a "Developing" or "Inadequate" levels. These latter students cause a persistent bimodal distribution in scores in Biol 2, and generally do not improve, although there are occasional exceptions. These students remain the course but, despite positive reinforcement from encouragement and strategies by instructors, or negative reinforcement by poor scores, choose to remain at "inadequate" performance.

Lab practical exams are an appropriate assessment of SLO1 because the classification of organisms is most often applied in practice to identify unknown organisms and predict where they fit into the tree of life. This is a useful skill for non-majors for the following reasons. First, diagnostics are a general skillset for any discipline. Second, we wish to instill an awareness of biodiversity, and before an organism can be understood it must first be named and arranged systematically.

### Closing the Loop (Reflections on previous Recommendations):

Warmup practical questions that offer students extra credit as an incentive to study in advance are now standard. These happen at the beginning of every class session. This way, students who have not prepared adequately in advance of an exam will not incur any penalties but may be stimulated to study, while those students who have studied ahead are rewarded.

### Recommendations for Improvement:

We previously suggested revising SLO1. As of Fall 2015 this was done and it is now assessable. The assessment presented here is under the new, revised Biol 2 SLO1. We also suggested emphasizing study techniques for making the large volume of content manageable, such as repetition and slow, steady progress rather than "cramming." These strategies have been emphasized heavily in the course. Additionally, we have updated study guides for the students. Finally, we have introduced alternative assessments to testing, such as an animal behavior activity and a lab notebook. These assignments help with final grades, but do not help students improve their test taking abilities.

We submit that the core of the performance issues in Biol 2 stem from study skills and ultimately from motivation. We previously indicated a growing trend in Biol 2 that may best be described as apathy: many non-majors are not sufficiently motivated by grades to do the hard work that is required to do well in a challenging lab science course like Biol 2. This is not to say that students are not interested in the material. The rapport in Biol 2 is strong and many students interact with the instructors out of genuine interest. Our interpretation of apathy is supported by anecdotes from an adjunct instructor, who recently experimented with open notebook lab practicals. Astonishingly, exam scores did not improve, although the students reported a more positive and confident perception of the test taking experience!

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## Assessment Report 2015

Biol 2 places instructors between a rock and a hard place: on one hand, Biol 2 fulfills a laboratory science requirement and therefore must be rigorous and based on scientific content; on the other hand, we do not wish to turn off a non-majors audience to a scientific explanation of the animal kingdom.

### **Resource Needs:**

In addition to course content, lab practical exams also cover equipment use and other truly practical skills. I would like to re-emphasize maintenance of our resources (microscopes and our collection of specimens) as well as purchasing new anatomical models to replace our broken old plaster models.

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## Assessment Report 2015

**Course number and title: BIO 003: Human Biology**

**"Old" SLO number (revisions not yet in effect) and text:** #2 Solve inheritance problems.

**Assessment: 1.** Students solve 20 genetics homework problems. (20 points)

**Rubric:** Full credit (1 point) for each correct solution. 18-20 correct "4" 16-17 correct "3" 14-15 "2" 12-13 "1", less than 11 "0", including 4 who did not turn in the assignment

**Data\*:** Two sections assessed. (third section taught by adjunct faculty, no data available)

How many students were assessed? 51 What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent #	31%	18%	27%	12%	12%
(51 students)	16	9	14	6	6

**Analysis and Interpretation:**

Homework problems are assigned to assess whether student are mastering the genetic concepts presented in lecture. All students who complete the homework perform better on the subsequent exam compared to students who do not do the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

This course has not been taught in recent years.

**Recommendations for Improvement:**

SLO revisions for this course have been submitted and approved by C&I; changes will be reflected in the 2016-2017 cycle.

Understanding basic inheritance will continue to be important in the course content, but it will be "downgraded" to SPO level so that SLOs will reflect larger concepts.

**Resource Needs:**

Can you identify any resource needs based on this assessment cycle?

No additional resources are required at this time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Course number and title: BIO 004 Plant Biology

**SLO number and text: SLO #2:** Students can trace the phylogenetic, evolutionary tree of photosynthetic organisms from cyanobacteria through flowering plants. They can identify and discuss the fundamental morphological adaptations necessary for the transition from aquatic to terrestrial life.

**Assessment:** Students took one written lecture exam consisting of 82 mixed multiple choice and short answer questions on cyanobacteria through mosses (and including fungi). (A second exam of similar length but consisting of short answer and fill-in-blank questions covered seedless vascular plants through angiosperms.)

**Rubric:** Generic rubric (>90% = A, 4 below; 80-89% = B, 3 below; 70-79% = C, 2 below, etc.)

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

Three sections were offered and two were assessed. The third section was taught by an adjunct.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent	17%	20%	12 %	31%	20%
(41 students)	7	8	5	13	8

### Analysis and Interpretation:

9 of 13 students (69%) who scored at the "D" level on this exam (given in Week 7) completed the course with a grade of "C" or above. This suggests that students persisting in the course were successful as they continued to refine their study skills.

In contrast, only one student who received an "F" on this exam went on to pass the course with a grade of "C" or better. Six of the 8 students receiving "F" grades on this exam missed subsequent exams and other significant course assessments, thereby assuring their ultimate course failure.

### Closing the Loop (Reflections on previous Recommendations):

Varying the testing format has not changed the overall testing outcome. Essentially, "A" level students will excel in any examination format. "C" level students who have not been exposed to written exams (as opposed to multiple choice tests) tend to do poorly on their first attempt but quickly master the new format in a second test of similar format.

### Recommendations for Improvement:

My "take home" lesson from this assessment is an obligation to provide more encouragement to students who start off the semester poorly, doing "F" work; the ability of "D" level students to improve their performance suggests that, with additional coaching, some at least of the "F" students will be able to reach a passing grade by the end of the semester.

### Resource Needs:

No additional resources required.

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**Course number and title: Biology 10A Genetics & Evolution Ciletti & Bower**

**SLO #2:** Synthesize the fundamental concepts of chemistry, bio-molecules, cell structure and metabolism including enzyme kinetics, respiration, photosynthesis and fermentation.

**Assessment:** Students were assessed using the results from an extensive enzyme activity lab that requires an understanding of enzyme kinetics and biochemistry.

**Rubric Assessment:** This SLO will be assessed by evaluating student performance at completing a Enzyme laboratory assignment.

Mastery 4– The laboratory experiment is completed with mostly successful outcomes, notebook detailed and complete, and a successful determination of enzyme activity that results in a lab score of at least 9/10.

Accomplished 3- The laboratory experiment is completed with mostly successful outcomes, notebook detailed and complete, and a successful determination of enzyme activity that results in a lab score of at least 8/10.

Competence-2 The laboratory experiment is completed with mostly successful outcomes, notebook detailed and at least 70% complete, and a successful determination of enzyme activity that results in a lab score of at 7/10.

Inadequate-1 The laboratory experiment is not properly completed with mostly unsuccessful outcomes, notebook is not detailed and at least 70% complete, and an unsuccessful determination of an unknown substance that results in a lab score below 7/10.

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

How many students were assessed? Sections What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent					
# 32094 – 26	38%	31%	19%	12%	0%
# 33386 – 27	39%	27%	19%	15%	0%
# 32093 – 29	45%	22%	23%	10%	0%
# 32513 - 24	47%	20%	21%	12%	0%

**Analysis and Interpretation:**

Students performed very well on this assessment of SLO #2. The students were well prepared to perform this laboratory. The students who did scored a 1 mostly did not complete the lab in the allotted time frame or did not turn in their lab report.

**Closing the Loop (Reflections on previous Recommendations):**

**This SLO was not assessed prior to Spring 2015 with this assessment tool. However, scores have improved since 2012 because more time is put into lab preparation in the form of a pre-lab activity and quiz.**

**Recommendations for Improvement:**

This lab activity could be accomplished over more time to allow those who ran short of time the ability to complete the lab assignment. However, most of the low scores are due to non-attendance.

What are performance goals for future assessment cycles? These results are satisfactory for this assessment.

**Resource Needs:**

More spectrophotometers to speed up the performance of the lab.

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## Assessment Report 2015

### Course number and title: (BIOL 10B: The Diversity of Life on Earth: Structure, Function, and Ecology)

#### SLO number and text:

SLO1. Identify and characterize the diversity of life at the phylum level and critically evaluate the hypotheses regarding the overarching phylogenetic patterns.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed?

In the Fall 2014 semester, SLO1 was assessed via performance on the second of two lab practical exams. During practicals, students identified the taxonomic categories and phylogenetic relationships of actual organisms. The second lab practical was chosen for assessment as the learning curve on taking this type of exam is substantial; by the second exam, students have experienced the format and have had the chance to adjust their preparation strategies. Sample lab practical items follow, with the questions on the right and the answers on the left. The specimen that the student was presented with was a microscope slide of a preserved rotifer:

1. Rotifera

To what phylum does this animal belong?

2. Lophotrochozoa

To what major clade does this animal belong?

**Rubric:** Include the rubric used to score students

No rubric was used to score the lab practical exams. Students fill in the blanks with the correct term. There were 25 specimens with two questions per specimen worth two points each, for a total of 50 questions and 100 points. Partial credit of 1 point was awarded for gross misspelling, partial completion, or answers that are on the right track. The lab practical performance was applied to the table below:

4:  $\geq 90\%$  points earned  
3:  $90 > \text{points earned} \geq 80$   
2:  $80 > \text{points earned} \geq 70$   
2:  $70 > \text{points earned} \geq 60$   
1:  $60 > \text{points earned} \geq 50$   
0:  $> 50$  points earned

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

2 sections: 3644, 4616

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (51 students)	15.7%	35.5%	31.4 %	9.8%	7.8%

#### Analysis and Interpretation:

The Fall 2014 sections performed above expectations on this lab practical exam. The practical exam format is challenging, and it is not uncommon for class averages to be around 60%. A central strategy that increases performance on lab practical exams is adequate early preparation. I stress that study of specimens must begin immediately and must progress in slow, steady pace.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

Procrastination is certain failure, and often students do not believe this until they have experienced at least one practical exam.

Biol 10B maintains a high level of rigor to ensure that students are more than capable of succeeding as biology majors at a four-year institutions. Lab practical exams are an appropriate assessment of SLO1 for several reasons, of which I will enumerate two. First, lab practicals are a common form of testing used by professional schools in the health sciences, to which many 10B biology majors' students will be applying. Second, by teaching students to separate organisms by physical characteristics and understand their relationships, we are helping them develop diagnostic skills that are demanded of students in health related fields and in organismal biology alike.

### **Closing the Loop (Reflections on previous Recommendations):**

Since Fall 2014, the number of lab practical exams has been increased to 3. This regimen serves to break up the large amount of information that is covered by the practical exams into more digestible chunks, without compromising rigor. Mock practicals that offer students extra credit as an incentive to study in advance started in Fall 2014, and are now standard. This way, students who have not prepared adequately in advance of an exam will not incur any penalties but may be stimulated to study, while those students who have studied ahead are rewarded.

### **Recommendations for Improvement:**

SLO1 is a good overarching learning outcome, but as written it is difficult to assess, as it combines the skill of identification along with the skill of hypothesis evaluation. For now, this SLO may better be addressed in the future by assessing a combination of assignments.

Regarding future assessment of SLO1, if anything, practical exams should be made more rigorous and open ended. The learning outcome that is at the heart of SLO1 is diagnosis. Currently, students get a chance to view and work with each specimen that will be on a practical in advance. In reality, diagnosis involves unknowns that a scientist has never seen. Future practicals may involve more use of dichotomous keys so that an unknown organism may be identified by process of elimination. Also, students are currently given study guides of all specimens that may be on a practical, but it may eventually serve the goals of the course to have an activity in which specimens are identified and cross checked by student groups, and to use the students identifications as a source of practical material.

A goal for future assessments of SLO1 may be a shift towards performance at 20% mastery level.

### **Resource Needs:**

In addition to course content, lab practical exams also cover equipment use and other truly practical skills. I would like to emphasize maintenance of our resources: microscopes, pipettes, and our collection of specimens.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Biology 10C Genetics**

**SLO number and text:**

**SLO #2: Students will understand and be able to explain various DNA technology methods and describe how they can be used to study cancer.**

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO.

When/how frequently were students assessed?

**Students were assessed once by small group (groups of 3-4 students) poster presentations based 65% on scientific content, 10% on quality of writing, 5% on professionalism of the appearance of the poster, and 20% on the oral delivery of the poster content.**

**Rubric:** Include the rubric used to score students

**See attachment**

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

**Three sections of Spring 2015 Biology 10C with a total of 74 students were assessed.**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent	66%	26%	7%	0%	1%
(## students)	(49)	(19)	(5)	(0)	(1)

**Analysis and Interpretation:**

**In this assessment cycle, the success rate (percentage of students getting “adequate” or better scores) was 99%. This high success rate is partially due to the fact that students in this course have sufficient preparation from the prerequisite courses.**

**Closing the Loop (Reflections on previous Recommendations):**

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

**Prior to the day of poster presentation, students were asked to submit rough and detailed outlines of their posters. After I reviewed their outlines, I discussed in person with each group to go over the good and bad of their plan, give explanations to questions they had, and provide suggestions if they were having difficulties. This change had brought improvement in overall student performance.**

**Recommendations for Improvement:**

**SLO should be revised so that it is not limited to the study of cancer.**

**Stem Cell and Biotechnology Poster Rubric**

	<b>Mastery (5)</b>	<b>Accomplished (4)</b>	<b>Adequate (2-3)</b>
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

<b>Background Information and Description of the Medical Problem You Want to Solve (x 1.5)</b>	The description of the problem is sufficient but not overly detailed at the cellular and molecular level. The genetic basis of the problem is clearly explained. The discussion is focused and is relevant to the use of stem cells and biotechnology in its solution.	The description of the problem contains too much or too little details. The genetic basis of the problem is explained but contains areas of strength and weakness. The discussion is focused and is relevant to the use of stem cells and biotechnology in its solution.	The description of the problem contains too much or too little details. The genetic basis of the problem is not sufficiently explained. The discussion is focused and is not relevant to the use of stem cells and biotechnology in its solution.
<b>Biotechnology – Based Solution (x 2)</b>	The experimental design involving the use of biotechnology to solve the problem is thoroughly described. The discussion shows a clear understanding of the methods used.	The experimental design involving the use of biotechnology to solve the problem is described with areas of strength and weakness. The discussion shows a somewhat weak understanding of the methods used.	The experimental design involving the use of biotechnology to solve the problem is described but the discussion shows a weak understanding of the methods used.
<b>Stem Cells – Based Solution (x 2)</b>	The experimental design involving the use of stem cells to solve the problem is thoroughly described. The discussion shows a clear understanding of the methods used.	The experimental design involving the use of stem cells to solve the problem is described with areas of strength and weakness. The discussion shows a somewhat weak understanding of the methods used.	The experimental design involving the use of stem cells to solve the problem is described but the discussion shows a weak understanding of the methods used.
<b>Potential Foreseeable Technical Difficulties and/or Ethical Dilemmas (x 0.5)</b>	Critical review of the proposed solutions is presented. Discussion of potential difficulties and dilemmas is insightful.	Review of the proposed solutions is well presented but lacks critical thinking or thoughtfulness.	Review of the proposed solutions is presented but lacks critical analysis.
<b>References (x 0.5)</b>	At least 2 references are used. References are appropriately cited in the MLA format within the text and as a list.	At least 2 references are used but references are improperly cited within the text or as a list.	Only 1 reference is used. References may be improperly cited within the text or as a list.
<b>Quality of the Writing &amp; Overall Scientific Merit (x 1)</b>	This is a superior poster. The poster is organized and interesting. Overall this poster demonstrates a strong understanding of the medical condition and the potential use of stem cells and biotechnology in medicine. The writing in the poster is stellar and easy to follow with no grammatical errors.	This is a good poster. Overall this poster demonstrates understanding of the medical condition and the potential use of stem cells and biotechnology in medicine. It may not be as fully developed as a superior poster. The writing may be difficult to follow or contains multiple grammatical errors.	This is an average poster. There are some areas where the poster excelled and other areas where it was weak. There may be marginal making it difficult to understand. There may be many grammatical errors.
<b>Professionalism (x 0.5)</b>	The poster looks neat and professional. Everything is cut evenly, pasted neatly, text is easy to read and the poster looks immaculate.	This poster looks great but a few details keep it from being perfect. Perhaps uneven cuts, whiteout, smudges, globs of paste, etc.	This poster is just adequate. It may have some unprofessional aspects but is overall readable. It may look as if it was put together at the last minute.
<b>Presentation &amp; Participation (x 2)</b> This grade will be determined for each	The students actively participated in the presentation of their poster and in the poster session. They were engaged and answered questions.	The presenters were overall professional and knowledgeable but weren't as prepared as the A presenters. Perhaps they had areas of weakness.	The presenters were lacking in either professionalism or knowledge. Their ability to explain their poster was weak.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

student individually.	questions eloquently.	of strength and weakness or had trouble answering questions.	was spotty or weak. If not have been able to questions.
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Course number and title: **Biology 011 – General Biology (Hybrid)**

**SLO number and text:** SLO #2 Apply the scientific method to conduct biological experiments and research.

**Assessment\*:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO.  
When/how frequently were students assessed?

Students were assessed in the last third of the semester, one assessment was used. The assessment required students to form a hypothesis related human evolution and mate choice. They then had to design and experiment and actually test there hypothesis using the scientific method. They submitted written reports which were used for this assessment.

**Rubric:** Include the rubric used to score students:

4 – Mastery	3 – Accomplished	2 – Adequate	1- developing	0 - Inadequate
Well designed experiment and data analysis was used to test the hypotheses stated.	Experiment was designed and partially tested hypothesis, data analysis was used, but does not clearly test the hypotheses.	Some data analysis was used, but does not clearly test the hypotheses.	No data analysis used.	Project not attempted

**Data\*:** 30 Sections of biology 011 where offered, 10 sections where used for the assessment.  
How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (students)	46%	32%	14 %	7%	1.5%

### Analysis and Interpretation:

Overall students did well on this assessment. This is most likely due to several formative assessment previous to this assignment where student received feedback. Additionally, this assignment allows students to revise their experiments at various steps based on feedback from their instructors.

### Closing the Loop (Reflections on previous Recommendations):

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

This is a new SLO, the previous SLO #2 was not assessable and has been revised to this.

### Recommendations for Improvement:

This SLO has just been revised. The pedagogical methods in this course have consistently yield strong results and will continue to be improved and refined. The assessment would benefit from a modification of the rubric and norming sessions among faculty evaluators to have a more consistent assessment process across sections. Additionally, with the loss of adjunct faculty completing

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

assessments in the future (due to the MOU) it may be better to ask all faculty to randomly submit a set of assignments from their sections and have the fulltime faculty (after norming) select a random sample of student work for assessment. This seems to be the only practical way to assess courses like this that are mostly taught by adjuncts.

### **Resource Needs:**

Can you identify any resource needs based on this assessment cycle?

The consistently good results in the assessment is largely due to the eSTEM grant fund Biology 011 community of practice. The funds for this groups should be institutionalized or student success will be diminished when the grant runs out in Summer 16.

The lab room (SV 35) is need of upgrades.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

**Course number and title:** BIOL 11 General Biology **CRN:** 32301 & 30307 [Traditional]

**SLO number and text:** SLO 2: Spring 2015 Demonstrate an understanding of the scientific method, and an ability to use appropriate models to solve problems. Campbell, 2013. *Essential Biology with Physiology (4<sup>th</sup>)*, Pearson, Boston, MA.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed?

**Rubric:** I used a combination of three Quizzes, Exam 1, Final The material reviewed or assessed covered: Laboratory Assignments

- a. Scientific Method Lab #1
- b. Environment Lab 13
- c. Crime Scene Lab 14

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	Mastery	Accomplished	Adequate	Developing	Inadequate
	4	3	2	1	0
Percent (61 students – JUST GRADES)	(9) 15%	(16) 26%	(16) 26%	(9) 15%	(11) 18%

### Analysis and Interpretation:

This section should include a discussion about

Many students do not know how to take tests or freeze-up during tests. Given activities with a hands-on component students can overcome test issues through team projects or extra effort

### Closing the Loop (Reflections on previous Recommendations):

#### Recommendations for Improvement:

(Process)

Should the SLO be revised? No

Should the rubric be revised? No

Should the assessment tool be revised? No

(Results)

Can you suggest any pedagogical changes? Afford more student work projects and volunteer/community service activities that match the course work.

Can you suggest any course content changes? No

What are performance goals for future assessment cycles? Improve my efforts to train students in test taking methods. Continue to give them hands-on activities that match the course content and team building skills.

#### Resource Needs:

Can you identify any resource needs based on this assessment cycle?

### SPRING 2015 SLO Assessment Results Form

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



## Assessment Report 2015

Instructor: DR. JOE W. CONNER

Course: GENERAL BIOLOGY SPRING 2015

CRN: 32301 &

30307

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).** Class participation and willingness to engage in discussions and ask questions will improve student performance.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

Shyness is a key limiting factor in student success. Students are uncomfortable taking tests or asking questions, even when the answer is not required.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Provide activities so students can share news, current events and get them active in group projects. Encourage team exam reviews and community service. (Contrast results on the Modified Summary Table below.)\*

\*Modified Summary Table of Assessment Results (including VOLUNTEER, COMMUNITY SERVICE, REPORT WRITING, & EXAM REVIEWS)

Score	Mastery	Accomplished	Adequate	Developing	Inadequate
	4	3	2	1	0
Percent (61 students – GRADES + PRATICIPATION)	(37) 60%	(10) 16%	(5) 8%	(3) 5%	(6) 10%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Course number and title: Biology 14, Field Biology

#### Spring 2015 SLO 2

#### SLO number and text:

2. Describe and compare morphological and physiological changes and evolutionary processes organisms use to adapt to changing environments

**Assessment:** 1. Plasticity as Adaptation Project: students observe several species of woody plants on slopes with different aspects (north, south, and east facing) and then choose a set of physiognomic characters they will measure to determine how these plants are adjusting their morphology in different conditions. They develop several hypotheses regarding the causation of the differences noted and design a sampling scheme to test them. Students finish with a presentation demonstrating their results and their interpretations. There are several formative discussion and small value assignments to scaffold knowledge along the way.

#### Data\*:

Score	4	3	2	1	0
Percent (51 students)	29%	55%	10 %	2%	4%

#### Analysis and Interpretation:

The small value discussion and written assignments scaffolded the intellectual aspects to the project beginning 3 weeks before the start allowing the students to fully engage when the actual project began . In most cases participation and attendance had the strangest effect in students who did not achieve at the 3 or 4 level. I noticed that all of the adequate and below students were from 2 teams that had at least 2 members missing for at least 2 classes during this 5 weeks project.

#### Closing the Loop (Reflections on previous Recommendations):

Upon review of my results and recommendations in 2012, I laugh at my own suggestions for improvement, which included the idea of a "redo option" for students who did not get the assignment and my need to make the assignment clearer. I did not follow any of my own advice but did improve the success of the students such that in this round of assessment there were 29% at the mastery level and in 2012 there were 6%, the numbers in the next category have dropped from 78% in 2012 to 55% in 2015 indicating that these were the students that moved up to the mastery level, and the numbers in the lowest categories remained about 15%. The main change I had made in this assessment was to make a single solid assignment that was well scaffolded with readings and discussions as formative assessments 3 weeks before the actual beginning of the 3 week project done in the field. It was this scaffolding I'm sure that made the assignment clearer and improved students success.

#### Recommendations for Improvement:

After comparing this report to the Fall 2014 report I just completed I realize that there might be an ontogenetic pathway in my course development that I have not noticed before. As much as I resist this damned process of assessment it may provide some insight if done with some metacognitive openness. So my insight was that I develop projects based upon my interests at the time, then run them. If they are not successful I scrap them and try again, if they are successful at engaging students and developing their mastery I spend a few semesters building them into well scaffolded projects. Then to make the next jump in success (which I can see now just in the 2015 Fall Vs 2014 Spring assessment reports) I start adding new assessments each with the same ontogenetic sequence so that after about 2 years I have 3-4 full assessments per SLO and this seems to have that final boosting effect getting more students in the mastery category. If this is a real phenomenon and not just a coincidental pattern in this years assessments then if I work towards the multiple assessment projects for this SLO the number should improve in manner similar to SLO 1.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Resource Needs:

Nothing new, just maintenance of the equipment we have

### Course number and title: Biology 14, Field Biology Fall 2014

### SLO number and text:

1. Compare distinguishing characteristics of the major local taxonomic groups, explain their evolutionary relationships and biological significance, identifying examples of each group.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed?

1. Practical Exam: a standard field practical on the plant species of Eaton Canyon
2. Tree of Life Project: Students photo-document as many phyla as they can throughout the locations over the entire semester and then construct a phylogentic tree of their relationships.
3. Animal Phyla scavenger hunt: in one 2 hour class period students find as many animal phyla as they can and photograph with an avatar and then defend their diagnoses.
4. iNaturalist Participation: Students create their own account on the iNaturalist page and contribute to the citizen science project Pasadena Area Biodiversity. They must have 20 correctly identified organisms in this region as part of their work.

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

Score	4	3	2	1	0
Percent (53 students)	49%	28%	17 %	4%	2%

### Analysis and Interpretation:

At this point it seems that student performance is on par with the efforts of the students and falls well within the normal variation for outcomes that I have been most successful with. These results are better than my Fall 2015 results for the same SLO, so it will be interesting to see how the student success varies normally for our student population holding the assessments stable. That being said you cannot control for the fluctuations in the instructors enthusiasm and engagement that might play a strong role in the outcomes.

### Closing the Loop (Reflections on previous Recommendations):

Since 2012 I have added several additional assessments, both formative and summative, and I have found that this gives students an opportunity to achieve higher levels on at least one of the assessments building upon their experience. I think it would lead to some insight to evaluate the effect of multiple assessments on the accomplishment level on an SLO.

### Recommendations for Improvement:

I am pleased with these levels of success and felt that it reflects the diversity of student ability. I will probably try some variations on the multiple assessments in the future – likely eliminate the Tree of life since that causes some confusion – and replace it with another activity to the same effect.

### Resource Needs:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

Nothing new, just maintenance of the equipment we have.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

**Course number and title: SP BIOL 16 Marine Biology**  
**CRN: 30166 & 32599 CONNER\ 33643 BOWER**

**SLO number and text:** SLO 2: Spring 2015 Recognize and/or summarize the defining characteristics of each of the major phyla of marine animals; Peter Castro and Michael E. Huber, 2010. Marine Biology (9<sup>th</sup>). Boston: McGraw Hill Higher Education.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed?

**Rubric:** I used a combination of three Quizzes, Exam 2, Final, Field Journal, Bubble Project (Research), and Oral Report. The material reviewed or assessed covered:

- Marine Animals without a Backbone; QUIZ 6 (Ch. 6)
- Marine Fishes; QUIZ 7 (Ch. 7)
- Marine Reptiles, Birds, and Mammals; QUIZ 8 (Ch. 8)

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

Please look this information up in either: the data set I sent for the Annual Update or the class schedule on [www.pasadena.edu](http://www.pasadena.edu) (just select past semester)

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	Mastery	Accomplished	Adequate	Developing	Inadequate
	4	3	2	1	0
(## students)	9 [17%] With Bonus Points 27 [51%] # 33643-27 46%	17(32%) With Bonus Points 11 [21%] 32%	10 [19%] With Bonus Points 4 [8%] 14%	8 [15%] With Bonus Points 4 [8%] 8%	9 [17%] With Bonus Points 7 [13%] 0%

### Analysis and Interpretation:

The Assessment involved traditional quizzes, exams, reports, and oral presentations. This allows the students to be evaluated over a range of academic methods. This provides information on how students remember data that does not related to their career interests. But, students are give a chance to physically get engaged, the class as a whole excellent much better.

### Closing the Loop (Reflections on previous Recommendations):

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

The use of bonus point consistently allows the students to work hard to improve their performance and improved their positive attitude about their comprehension of Marine Biology. Plus, they are better trained to work with diverse people via bonus point activities, which involved community service. Section 33642 improved due to reviewing previously discussed material.

Check the 2012 AAR to see what you said last time you assessed these SLOs.

### Recommendations for Improvement:

(Process)

Should the SLO be revised? No

Should the rubric be revised? No

Should the assessment tool be revised? Yes allow the routine use of bonus point activities. Active engagement improves the appreciation of how marine biology impacts their daily lives.

(Results)

Continue the traditional lecture method, but supplement it with hands on activities and community

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

service. Expose students to community leaders during the semesters.

Can you suggest any course content changes? The content is fine.

What are performance goals for future assessment cycles? Work to get students asking questions early in the semester. Try using more group activities early in the semester.

**Resource Needs:**

Can you identify any resource needs based on this assessment cycle? Start taking class on one boat trip a semester.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

### Course number and title: Biology 39, Modern Human Genetics

**SLO number and text: SLO #2. Perform and critically analyze laboratory data and present written analysis of laboratory experiments, both singly and in small group situations.**

**Assessment: Students work in groups of 3-4, over the course of several weeks, to create recombinant bacteria, prepare a liquid culture, and isolate and purify a protein from recombinant bacteria. They present a written report detailing their work as if it were being submitted to a referred scientific journal. The students are assessed once for this SLO.**

**Rubric:** Include the rubric used to score students:

#### Rubric used to score assignment

Title	"Perfect title" Includes references to transformation, E. coli, isolation of GFP using chromatography (3 points)	Close to perfect (2 points)	One aspect of experiment missing (1.5 points)	Multiple aspects missing (0.5 points)	No title (0 points)		
Abstract	Past tense. Includes background, experiment, methods, results (5 points)	One aspect missing or incomplete (4 points)	Two aspects missing or incomplete (3 points)	Three aspects missing or incomplete (2 points)	Abstract does not reflect experiment (1 point)	No abstract (0 points)	
Introduction	Focused on the goals of the experiment, clearly explains all aspects (4 points)	Adequately explains most aspects (3 points)	Some topics or explanations missing or inadequate (2 points)	Most topics or explanations missing or inadequate (1 point)	No introduction (0 points)		
Materials & Methods	Accurately reflects the experiment (3 points)	Minor inaccuracies (2 points)	Major inaccuracies or missing information (1 point)	No Materials & Methods (0 points)			
Results	Complete results from both portions of the exercise (5 points)	Results incomplete (3 points)	Majority of results missing or misrepresent	No results			

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

			ed (1 point)				
Discussion	<ul style="list-style-type: none"> <li>Discussed your results</li> <li>Compared to your stated purpose</li> <li>Made recommendations if experiment went poorly</li> <li>Related experiment to real world</li> </ul> (6 points)	1 aspect missing or incomplete (4 points)	2 aspects missing or incomplete (2 points)	Discussion is inadequate (1 point)	No discussion (0 points)		
Literature cited	Literature listed and cited within body of paper (2 points)	Literature listed but not cited (1 point)	No Literature cited (0 points)				

### Rubric used to score students with regard to SLO #2

Exemplary	Submitted report correctly and completely relates the exercise performed, the methods employed, the results obtained, and includes both introductory and discussion sections relating to the importance of the biological principles examined. The report adheres to the style and structure discussed in the assignment instructions.
Good	Submitted report contains small errors with regard to methods, techniques, or theory, but a scientist reading the paper would understand what was done and would be able to replicate the exercise.
Acceptable	Errors exist that could prevent a knowledgeable person from being able to understand or replicate the experiment.
Developing	Major errors exist such that the experiment could not be replicated using the submitted report as a guide.

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## Assessment Report 2015

Does not meet standard

The report does not reflect what was done in class, and contains major errors with regard to genetic theory and laboratory techniques, or report was submitted.

**Data Two sections of biology 39 were offered during the spring 2015 semester.**

Number of Students (33 total)	Number (percentage) of students with report scores between				
	Exemplary 26-30 (12%)	Good 21-25 (12%)	Acceptable 16-20 (15%)	Developing 11-15 (21%)	Does not meet standard <11 (39%)
13	2	3	3	2	3
20	2	1	2	5	10

### Analysis and Interpretation:

Analysis of the data from this SLO indicates that students have difficulty reporting their lab work in a written manner. There are three reasons for this: 1) Difficulty understanding the genetic principles involved in the exercise, 2) Poor writing skills, and 3) A lack of concern with regard to their success in the class.

The rubric itself is satisfactory as it aligns well with a student's overall performance in the class, as seen below.

<u>Final course grade</u>	<u>Report grade (average)</u>
A	22.7
B	15.9
C	12.5
D	8.1
F	6.3

### Closing the Loop (Reflections on previous Recommendations):

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

No past data exists for this SLO.

### Recommendations for Improvement:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

Both the SLO and its rubric are accurate indicators of student success. A student's ability to successfully complete the learning outcome closely mirrors his or her success in the course overall. The assessment tool (i.e. a formal lab report) should be retained as the ability to relate the results of a laboratory exercise in a written manner is part and parcel not only of science but of a college education.

Pedagogical changes to the class, with regard to this SLO, could include:

- Collaborative work on reports to raise the achievement of low scoring students
- Outside tutoring in writing skills
- Outside tutoring in genetic theory

No course content changes should be implemented with regard to the use of this activity/SLO. This activity—transformation and purification of a protein using chromatography—is a well-established activity in introductory genetics courses.

One improvement would include modifications to the room in which Bio 39 is currently scheduled making it more amenable to laboratory work. Rather than setting up a makeshift laboratory environment each week, increasing benchtop space and access to electricity, as well as purchasing certain laboratory items, would allow the laboratory component to be a more permanent part of the laboratory space. This would allow students to review the equipment used from week to week as well as reducing crowding and increasing safety within the lab. Currently the 30 students in class must gather around a single 3x6 foot table. This clearly has a deleterious effect on student understanding.

Structural changes to the college would have the greatest effect on student success. A large percentage of students in the lowest cohort of student achievement are enrolled in Bio 39 for reasons completely unrelated to the course content, chief among these are maintaining enrollment in enough units to qualify for financial aid or to stay in compliance with student visa requirements. These students, who routinely make their motives known early in the semester, put forth little to no effort and have no reason to do so as long as they receive credit for being enrolled in the course.

The primary goal for future assessment cycles is to increase the percentage of students in the exemplary, good, and acceptable range with regard to this SLO.

### **Resource Needs:**

Course specific tutoring within science village

English tutoring within science village

Modification of the SV 32—including additional benchtop space and electrical access (cost in consultation with facilities).

Purchase of two water baths (\$900 each) and a shaking incubator (\$6,000).

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## Assessment Report 2015

### Course number and title: MICR 002 General Microbiology

#### SLO number and text:

##### SLO#2:

Correctly identify several unknown bacterial cultures using techniques common to the microbiology laboratory.

**Assessment:** Students were required to identify two unknown bacterial cultures using techniques learned over the duration of the course. Identification of one of the two unknowns was used to assess this objective.

#### Rubric:

Score	Description
4	Student correctly identified both the genus and species of their unknown culture.
3	Student correctly identified the genus, but not the species, of their unknown culture.
2	Student identified their culture as belonging to a genus evolutionarily close to the actual genus of their unknown culture.
1	Student identified their culture as belonging to a genus evolutionarily distant to the actual genus of their unknown culture.
0	Student demonstrated little to no ability to interpret their experimental results properly, or did not turn in a completed unknown identification.

**Data\*:** There were 11 sections of Microbiology 2 offered during the Fall 2014 semester and 6 of those sections are assessed below. The remaining sections were taught by adjunct faculty.

Score	4	3	2	1	0
Percent (124 students)	23%	28%	18%	19%	12%

#### Analysis and Interpretation:

These results are a valid reflection of this student learning objective, but accuracy of the assessment may be improved. The grade for only one of each student's two unknown cultures was used for assessment to prevent random variation (i.e. a good identification and a poor identification from the same student) from resulting in a regression to the mean. The opportunity to use more advanced biochemical and serological identification techniques as a means of confirming identification would reduce the chances of a "lucky" and "unlucky" identification by the same student. In turn, both unknowns could be assessed and more confidence could be placed in the results of the assessment.

#### Closing the Loop (Reflections on previous Recommendations):

No significant changes were implemented between the 2012 and 2014 Fall semesters on this particular assignment and SLO assessment.

#### Recommendations for Improvement:

The SLO is appropriate and meaningful for this class and acts as a capstone experience for Microbiology students. In order to enhance this cumulative capstone experience, students could be asked to use higher order cognitive skills in the identification process by researching, designing and troubleshooting the identification process themselves. This approach is being piloted in 2 sections of Microbiology in the Fall 2015 semester.

#### Resource Needs:

The dilapidated state of the laboratory microscopes is a significant impediment to the students' ability to observe and identify the microbes correctly.

### PYSO 001 Human Physiology:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Fall 2014 – Human Physiology, PYSO 001**

**Student Learning Outcome assessed: SLO#1**

Explain and relate the complementarity of structure and function to the homeostatic regulation of body systems.

**Assessment\*:**

Students conducted research on a physiological topic of interest, and then prepared a written outline with references and a visual aid. The project culminated with a presentation to the class in a semi-formal poster session format. The project was evaluated based on a number of criteria including: presentation, physiology, visual aid, written outline, handling of questions, and references. Within the physiology portion of the project, students describe the specific organs and body structures relevant to their topic and use this as the basis for explaining the corresponding function and homeostatic mechanisms involved in the physiology and pathophysiology (when appropriate) of their specific topic. SLO#1 was assessed by evaluating student work/grade for this portion of the project.

**Rubric:**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Rubric</b></i>	Student demonstrated <b>mastery by describing all</b> relevant aspects of structure, function and homeostatic regulation involved in his/her topic:	Student demonstrated <b>accomplished by describing most</b> relevant aspects of structure, function and homeostatic mechanisms involved in his/her topic:	Student demonstrated <b>adequate by describing some</b> relevant aspects of structure, function and homeostatic mechanisms involved in his/her topic:	Student demonstrated <b>developing by describing at least one</b> relevant aspect of structure, function and/or homeostatic mechanism involved in his/her topic:	Student demonstrated <b>inadequate by failing to address any</b> relevant aspects of structure, function and/or homeostatic mechanisms involved in his/her topic:
<i><b>Number of</b></i>	21	25	9	3	0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

<b><i>Students</i></b>					
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### Data\*:

**SLO#1 was assessed for Fall 2014.** Eight sections were offered (CRN# 1442, 3679, 0285, 1989, 0893, 1070, 3680, 3708). Two of the eight sections (#0285, #3679) were taught by a full time faculty member and these were assessed, while the remaining six sections were taught by adjunct faculty and were not assessed.

Score	4	3	2	1	0
Percent (58 students)	36.2%	43.1%	15.5 %	5.2%	0%

### Analysis and Interpretation:

79.3% of students demonstrated mastery or an accomplished level of performance, while 15.5% showed an adequate level of understanding. Only 5.2% were in the developing range. One reason for these strong results is that this project is the final assignment in the semester so students have had many opportunities to practice and develop an understanding of the relationship between structure and function. Additionally, homeostatic regulation is introduced on the very first day of class and is a constant theme throughout every unit of the course. Another reason for these results is that students are given great leeway in choosing a topic that is of interest to them, so they seem particularly willing to invest time, effort and energy into researching and developing their project.

### Closing the Loop (Reflections on previous Recommendations):

For Fall 2014, as part of the 2014-2015 AAR cycle, SLO#1 was assessed. In the 2012-2013 AAR cycle, SLO #3 was assessed, in which students completed a lab report for the BioPac EMG or ECG labs. While PYSO1 faculty authors suggested SLO#3 could be revised to make it more understandable to students and not limited to BioPac experiments, feedback from the 2012-2013 Life Sciences AAR Review stated that it was "very well-designed to measure stated outcomes."

Another recommendation by PYSO 1 faculty authors was to have all instructors use the same experiment (EMG or ECG) for assessment, rather than just the same type of experiment (i.e. BioPac) to reduce any inconsistencies that may have been introduced. Since the majority of our PYSO 1 sections are taught by adjunct faculty, and as there is a high turnover rate with different adjunct faculty teaching the course each semester, it has been difficult to coordinate a common assessment. Currently, adjunct faculty are not required to participate in the assessment of SLOs.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Recommendations for Improvement:**

One issue in assessing SLO #1 is that it contains multiple components. One component deals with the complementarity of structure and function while another addresses homeostatic regulation of body systems. With these two concepts combined into a single SLO it was challenging to assess. These two components are significant themes in physiology and should be assessed, but this SLO needs to be revised into two separate student learning outcomes.

The rubric would then also need revision to separate out these two themes (structure-function and homeostatic regulation). It was challenging to find an assessment tool that could simultaneously address both of these concepts. Separating them would allow greater flexibility providing a larger variety of tools that could be used for assessment such as assignments, in-class activities, questions taken from practice problems or exams, lab write-ups, etc..

**Resource Needs:**

For several years now, Physiology 1 has needed an additional full-time faculty member dedicated to physiology. In Fall 2014, 80% of faculty (4 out of 5) and 75% of PYSO1 sections (6 out of 8), were taught by adjunct faculty. Physiology 1 is a challenging course for faculty to teach and for students to learn and it is the capstone of our A&P program. For most students, this is the final A&P course to synthesize and integrate all the fundamental concepts learned throughout their time at PCC, yet we lack adequate dedicated full-time faculty to facilitate this role consistently and successfully.

Additionally, we are in desperate need of updated BioPac lab equipment. Physiology is a challenging and heavily lab-based course. Since most sections are taught by adjunct faculty and there is a high turnover rate with new instructors coming in each semester, having faulty and unreliable equipment makes it even more difficult for faculty to teach these labs.

The labs utilize the BioPac BSL system, which is considered the gold standard in physiology education and supports our student learning outcomes (SLO #3: Students will perform common physiological recordings using computer software such as Biopac, and analyze and interpret the results obtained by hypothetico-deductive reasoning.) But unfortunately, our BSL systems are years old. Not only don't our students have access to the most up-to-date educational materials to enhance engagement and learning, but at a deeper core level, many students are not able to participate fully as 50% of the BSL units regularly do not work (crash, loose the software, do not connect with the BioPac hardware, etc..). Compound this with the fact that there is a steep learning curve for both students and new faculty using BioPac equipment, so having the equipment cut in and out creates a learning environment that is far from ideal. With few working BioPac systems, students do not have the full advantage of hands on learning. We are forced to form very large groups with 1 -2 students taking the lead and handling the equipment while the remainder participate more passively.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Spring 2015**

**Student Learning Outcome assessed: SLO#2**

Students will demonstrate an understanding of the integration of functions across many levels of physiological organization, from molecules to the living body.

**Assessment\*:**

Students were given the following prompt as a short answer question on their 1<sup>st</sup> exam:

We learned about the basic functions of all the organ systems in the body and discussed how many of them interact with each other. Give an example to show how 2 or more organ systems work together to carry out a common function in the body. Explain the role of each. Follow the example below.

<u>EXAMPLE: Function</u>	<u>Organ Systems Involved</u>	<u>Role of Each System</u>
Bring oxygen to tissues	Respiratory Cardiovascular	Breathe to take in O <sub>2</sub> Transport O <sub>2</sub> in blood to tissues

**Rubric:**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Rubric</b></i>	Students demonstrated <b>mastery in describing the integration of function</b> by:  1. Stating common function	Students demonstrated an <b>accomplished level in describing the integration of function</b> by:  1. Stating common	Students demonstrated an <b>adequate level in describing the integration of function</b> by:  1. Stating common	Students demonstrated a <b>developing level in describing the integration of function</b> by:  1. Stating a common	Students demonstrated an <b>inadequate level in describing the integration of function</b> and were unable to:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report 2015

	2. Identifying 2 or more organ systems involved in carrying out common function  3. Explaining the specific role of 2 or more organ systems	function  2. Identifying 2 organ systems involved in carrying out common function  3. Explaining the specific role of 1 of the 2 organ systems	function  2. Identifying 1 organ system involved in carrying out function  3. Explaining the specific role of 1 organ system	function  and  2. Identifying 1 organ system involved in carrying out function  or  3. Explaining basic role of 1 organ system	1. State any common function  or  2. Identify any organ system  or  3. Explain any organ system role
<b>Number of Students</b>	32	19	9	0	2

### Data\*:

**SLO#2 was assessed for Spring 2015.** Nine sections were offered (CRN# 30375, 30555, 30913, 32119, 30190, 32133, 30674, 32134, and 32120) and were taught by eight different faculty. Two of the nine sections (#32119, #30190) were taught by a full time faculty member and these were assessed for this AAR cycle. Six sections were taught by adjunct faculty and were not assessed. One section was part of an anatomy-physiology accelerated combination course that completes anatomy 25 during the first 8 weeks of the semester and then completes physiology 1 during the second 8 weeks of the semester.

Score	4	3	2	1	0
Percent (62 students)	51.6%	30.6%	14.5 %	0%	3.2%

### Analysis and Interpretation:

This assessment represents 2 of the 9 sections taught, so it is not known if this is representative of the course overall. One reason for strong success may be due to significant time spent as a class reviewing and previewing organ systems during the first week. Students worked in small groups to identify each organ system, name the organs in each system, explain the major functions of each organ system, and brainstorm to find examples of organ systems working together for a common function, i.e. integration.

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## Assessment Report 2015

Of the 62 students assessed for SLO#2, 82% demonstrated either mastery or an accomplished level. These students were able to name a common physiological function, identify at least two organ systems that participate in carrying out this function, and explain the specific role of at least one organ system in carrying out this function. 51.6% (mastery) successfully identified the specific role of 2 or more organ systems. 14.5% were assessed as adequate and were able to name a common function carried out by multiple organ systems but did not correctly identify two organ systems involved nor correctly describe the specific role carried out by both systems.

3.2% of students were assessed as being at an inadequate level and were not able to name any function, nor organ system, nor to describe the specific role of any organ system. For students who did not achieve at the mastery or accomplished level, some struggled with describing a common function, even when they were able to list multiple individual functions. Some students couldn't quite make the integration connection, though some discussed and seemed to understand the relationship between function, organ system and specific organ system role. Others correctly named a common function and 2 systems involved but couldn't describe the specific role of either organ system. Some students may have struggled with understanding the format of the question and how to answer.

Having additional practice with the specific format they would encounter on the exam would help, but it is also valuable for them to apply what they've learned to a novel situation/question they haven't encountered. A number of students did struggle with understanding the difference between an organ system, individual organs that make up a system, and the tissues that comprise an organ. Students who had taken the Anatomy 25 pre-requisite recently seemed to grasp the concept of integration more readily than students who were still struggling with anatomical definitions and terminology.

### **Closing the Loop (Reflections on previous Recommendations):**

In this 2014-2015 AAR cycle, SLO#1 and SLO#2 were assessed while in the 2012-2013 AAR cycle SLO#3 was assessed so the specific SLO recommendations do not directly correlate, but will be incorporated and addressed in future assessment cycles when the same SLO# is reassessed.

The lack of continuity with different faculty teaching the course and most sections being taught by adjunct faculty who are not required to participate in SLO assessment, has made it difficult to coordinate meaningful common assessments for the course.

### **Recommendations for Improvement:**

SLO#2 can be improved by changing the verb "understand" to something easier to assess such as "describe" with the revision as: Students will describe the integration of functions across many levels of physiological organization, from molecules to the living body.

The rubric and assessment tool (using a short answer question from an exam) worked well and seems a valid assessment of this very important physiological concept of the integration of function within the body. The rubric could be made more rigorous, e.g. requiring 4 organ systems to be named for mastery,

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## Assessment Report 2015

3 for accomplished, etc... particularly if this was assessed later in the course, but as this was early in the semester, and before we had covered specific organ systems in detail, the rubric seems appropriate.

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## Assessment Report 2015

### **Resource Needs:**

As mentioned previously, Physiology 1 has a strong need for an additional full-time faculty member dedicated to physiology. Similar to Fall 2014, in Spring 2015, 75% of faculty (6 out of 8), and 67% of courses (6 out of 9), were taught by adjunct faculty. As this is the final course for most A&P students studying within this program, consistent and dedicated full-time faculty are needed to help students successfully synthesize and integrate fundamental concepts learned throughout their science careers here at PCC.

To facilitate this success, we are in need of updated BioPac lab equipment. Physiology is a challenging and heavily lab-based course, so having working and reliable equipment is essential for faculty to successfully teach these labs and for students to experience a rich hands-on positive learning environment that allows meaningful student learning to take place.

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# **French Annual Assessment Report - 2015**

## **Fall 2014**

### **Course number and title: French 1**

#### **SLO number and text: SLO #1 – Listening Comprehension**

Student will be able to understand beginning level conversations in French.

#### **Assessment\*:**

Students listen to a reading in French and answer comprehension questions about it.

#### **Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

#### **Data\*:**

6 sections offered

Score	4	3	2	1	0
Percent (85 students)	67.06%	8.24%	1.18 %	2.35%	##%

#### **Analysis and Interpretation:**

We are very pleased with the results.

Here are the factors that have contributed to our success:

Speaking French as much as possible in class

Doing listening exercises and dictées in class

The students do listening exercises for homework.

The few students who have not succeeded in this skill probably do not do the listening exercises for homework.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

Our previous recommendations seem to have worked since the results show good improvement.

**Recommendations for Improvement:**

We are very satisfied with the results. We plan to continue doing the same.

**Resource Needs:**

None.

**Course number and title: French 2****SLO number and text: SLO #1 Listening Comprehension****Assessment\*:**

Students listen to a reading in French and answer comprehension questions about it.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

Two sections offered

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Score	4	3	2	1	0
Percent (37 students)	27.03%	27.03%	10.81 %	10.81%	18.92%

### **Analysis and Interpretation:**

These results need improvement. Although half of the students demonstrate good comprehension, there is still 40% of the students that are not comprehending satisfactorily. We must cover so much grammar in French 2 that there is scarcely time to drill listening comprehension. We must find another means to develop this skill.

### **Closing the Loop (Reflections on previous Recommendations):**

While we have implemented the recommendations from the last report (more in class dictées and doing the listening exercises at the end of the workbook in class) the scores have not improved. We must try some new methods.

### **Recommendations for Improvement:**

The instructors have resolved to use more French in class to help the students have more exposure to spoken French.  
 We will impress upon the students the need for them to do the listening exercises in their workbooks.  
 We will ask students questions in class more frequently.  
 We will assign Yabla lessons for homework.

### **Resource Needs:**

None

### **Course number and title: French 3**

### **SLO number and text: SLO #1 Writing**

**Student will be able to summarize and analyze two specific un-edited literary works in French using correct grammar and syntax.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**SLO#1 was changed to listening comprehension for future semesters.**

**Assessment\*:**

Students write an analysis paper of 1 ½ - 2 pages on the literary work studied in class.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section

No data was provided.

Score	4	3	2	1	0
Percent (## students)	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

No data

**Closing the Loop (Reflections on previous Recommendations):**

No data

**Recommendations for Improvement:**

No data

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: French 4**

**SLO number and text: SLO #1 Writing**

**Student will be able to summarize and analyze two specific un-edited literary works in French using correct grammar and syntax.**

**SLO#1 was changed to listening comprehension for future semesters.**

**Assessment\*:**

Students write an analysis paper of 1 ½ - 2 pages on the literary work studied in class.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section.

No data was provided.

Score	4	3	2	1	0
Percent (## students)	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

No data.

**Closing the Loop (Reflections on previous Recommendations):**

No data.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Recommendations for Improvement:**

No data.

**Resource Needs:**

None.

**Course number and title: French 8A****SLO number and text: SLO #1 - Presentation**

**Give a five-minute presentation in French using appropriate vocabulary and grammar.**

**Assessment\*:**

Students give a presentation to the class.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section

Score	4	3	2	1	0
Percent (15 students)	80%	6.67%	0%	0%	0%

**Analysis and Interpretation:**

The results are excellent.

This success is the result of the practice that takes place in class as well as the work that is assigned for homework practice.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

There have not been previous recommendations.

**Recommendations for Improvement:**

The results are excellent. We will continue doing what we are doing.

**Resource Needs:**

None.

**Course number and title: French 8B****SLO number and text: SLO #1 - Presentation**

**Give a five-minute presentation in French using appropriate vocabulary and grammar.**

**Assessment\*:**

Students give a presentation to the class.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section was offered.

Score	4	3	2	1	0
Percent (3 students)	66.67%	33.3%	0 %	0%	0%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Analysis and Interpretation:**

The results are excellent.

This success is the result of the practice that takes place in class as well as the work that is assigned for homework practice.

**Closing the Loop (Reflections on previous Recommendations):**

There have not been previous recommendations.

**Recommendations for Improvement:**

The results are excellent. We will continue doing what we are doing.

**Resource Needs:**

None.

**Course number and title: French 12****SLO number and text: SLO #1**

**Read critically by summarizing, analyzing, synthesizing and evaluating canonical French and Francophone literature.**

I would like to change the SLOs for this course to:

Identify and describe the canonical authors and works of French and Francophone literature.

Write a two page paper on one of the works studied by using literary analysis technics learned in class.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Assessment\*:**

Students write an analysis paper of a work introduced in class which they study further on their own.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section was offered

Score	4	3	2	1	0
Percent (19 students)	##% 12	##% 4	## % 2	##% 1	##% 0

**Analysis and Interpretation:**

The results were excellent.

This was due to the high level of interest and dedication of the students.

The students who scored poorly had extreme demands at work which kept them from succeeding well.

**Closing the Loop (Reflections on previous Recommendations):**

There were no previous recommendations. This is the first time the course was offered.

**Recommendations for Improvement:**

I am totally satisfied with the outcomes of the students.

Still, the next time the course is offered I want to incorporate a different literary analysis technic either each class or every other week.

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **SLO#5**

### **Course number and title: French 1 – Cultural Competency**

#### **SLO number and text: SLO #5**

**Student will exhibit elementary cultural awareness of France and the Francophone world.**

#### **Assessment\*:**

Students will identify cultural icons by writing a short description of them.

#### **Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

#### **Data\*:**

Five sections offered.

Score	4	3	2	1	0
Percent (85 students)	70.59%	8.24%	1.18 %	0%	0%

#### **Analysis and Interpretation:**

The results are excellent. We are satisfied.

#### **Closing the Loop (Reflections on previous Recommendations):**

The previous recommendations appear to have increased student success.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Recommendations for Improvement:**

Some students resist learning cultural material, but recently I've had good luck by explaining from the first class that cultural competency is an important goal of the class.

**Resource Needs:**

None.

**Course number and title: French 2****SLO number and text: SLO #5**

**Students will be able to identify several cultural elements of French and Francophone culture.**

**Assessment\*:**

Students identify icons of French and Francophone culture by writing a short description about them.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

Two sections offered.

Score	4	3	2	1	0
Percent (60 students)	61.67%	13.33%	0 %	1.67%	0%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Analysis and Interpretation:**

The results are excellent. We are satisfied.

**Closing the Loop (Reflections on previous Recommendations):**

In the last Recommendation we decided to present fewer cultural topics with greater emphasis. This seems to have worked because the results are better.

**Recommendations for Improvement:**

We are totally satisfied with the results. We plan to continue what we are doing.

**Resource Needs:**

None.

**Spring 2015****Course number and title: French 1****SLO number and text: SLO#2 – Reading comprehension**

**Student will be able to understand information in a beginning level reading passage in French of approximately one page.**

**Assessment\*:**

The student reads a beginning level reading passage and answers questions about it.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Five sections offered.

Score	4	3	2	1	0
Percent (119 students)	27.73%	22.69%	20.17 %	3.30%	7.56%

**Analysis and Interpretation:**

These results need improvement. While half of the students understand reasonably well, thirty percent of the students are not succeeding in this skill.

I can only imagine that it is due to lack of practice in class and application at home.

**Closing the Loop (Reflections on previous Recommendations):**

The current results are slightly lower than the previous ones despite the fact that I have added in class and at home reading assignments to the curriculum to provide extra practice.

**Recommendations for Improvement:**

I am baffled by the lack of improvement. I will bring this issue up with the other French instructors to see what can be done. Here are some possible ideas.

Create formal reading assignments that will be done for each chapter where students will have to read something and answer questions about it in written form.

**Resource Needs:**

None.

**Course number and title: French 2 – Reading comprehension**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**SLO number and text: SLO#2**

**Understand the main ideas of intermediate level 2-5 page long texts in French.**

**Assessment\*:**

Students read a passage and answer questions about it.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

Two sections offered

Score	4	3	2	1	0
Percent (60 students)	28.33%	23.33%	13.33 %	11.67%	0%

**Analysis and Interpretation:**

The results are unacceptable.

I believe that this is due to the reading passage. I will change it in the future.

**Closing the Loop (Reflections on previous Recommendations):**

The previous recommendation was to change the passage, but this did not happen.

**Recommendations for Improvement:**

We must see that all the instructors change the reading passage.

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: French 3****SLO number and text: SLO#2****Student will be able to use advanced grammar including all verb tenses and complex sentence structures.****This SLO has been changed.****Assessment\*:**

Students take grammar tests to prove their competency.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

No data provided.

Score	4	3	2	1	0
Percent (## students)	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

No data

**Closing the Loop (Reflections on previous Recommendations):**

No data

**Recommendations for Improvement:**

No data

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: French 4**

**SLO number and text: SLO#2**

**Student will be able to use advanced grammar including all verb tenses and complex sentence structures.**

**This SLO has been changed.**

**Assessment\*:**

Students take grammar tests to prove their competency.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

No data provided.

Score	4	3	2	1	0
Percent (## students)	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

No data.

**Closing the Loop (Reflections on previous Recommendations):**

No data.

**Recommendations for Improvement:**

No data.

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **Course number and title: French 14**

### **SLO number and text: SLO#2**

Identify the writings of canonical French and Francophone writers.

### **Assessment\*:**

Students read extracts of French and Francophone writers and identify them.

### **Rubric:**

0 Inadequate

1 Developing

2 Adequate

3 Accomplished

4 Mastery

### **Data\*:**

Score	4	3	2	1	0
Percent (15 students)	##%	##%	## %	##%	##%
	5	1	3	0	6

### **Analysis and Interpretation:**

These results should be improved. It is surprising that as many students were unsuccessful as those that were successful.

### **Closing the Loop (Reflections on previous Recommendations):**

There was no previous recommendation because this is the first time that the course was offered.

### **Recommendations for Improvement:**

I will discuss the results with the instructor to see what can be done to improve results in the future.

### **Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **Course number and title: French 140**

### **SLO number and text: SLO#2**

**Reproduce the rhythm and intonation of the French language.**

### **Assessment\*:**

Students present an oral skit in French and are evaluated based on its comprehensibility.

### **Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

### **Data\*:**

One section offered.

Score	4	3	2	1	0
Percent (28 students)	##%	##%	## %	##%	##%
	16	6	5	1	0

### **Analysis and Interpretation:**

The results are quite good and satisfactory.

The only student who really did poorly had family problems and couldn't perform well in class.

### **Closing the Loop (Reflections on previous Recommendations):**

There are no previous recommendations because the course hasn't been offered in a long time.

### **Recommendations for Improvement:**

While certain students have fossilized pronunciation problems, I would still like to eliminate certain egregious pronunciation errors. To this end I plan to focus at the beginning of the semester on certain common errors to see that they are eradicated.

### **Resource Needs:**

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

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Annual Assessment Report – 2015  
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**Photograph Courses: 21, 130, 135**

**Photography 21 (Introduction to B&W Photography)** is the introductory course open to all students at PCC. The course introduces students to photographic technology and practice, and artistic genres relevant to the field. Photo 21 serves over a thousand students per year. 2 Sections of this course were assessed totaling 43 Students. Several other sections are offered and taught by adjuncts.

- SLO Assessed was #3: Produce a Diptych communicating a concept.

**Photography 130 (Advanced Digital Image Editing)** Is the advanced digital manipulation course. Students in this course tend to be working toward a certificate in photography and have had a number of courses in preparation.

- SLO Assessed was #3: Articulate individual career goals and research and begin to take the necessary steps to attain these goals.

**Photography 135 (Advanced Photography)** is a capstone class preparing students’ portfolio for transfer or entry to the industry. 23 Students were assessed in this course. Only one section of this course is offered periodically.

- SLO Assessed was #3: Articulate individual career goals and research and begin to take the necessary steps to attain these goals.

**Cinema Courses: 26a, 26c**

**Photography 26a (Beginning Filmmaking)** is the first in a sequence of cinema production courses. This course introduces students to the film production processes and creative aspects of filmmaking.

- SLO Assessed was #1: Describe the Filmmaking Process.

**Photography 26c (Advanced Filmmaking)** is the final in a sequence of cinema production courses. This course builds on the foundation of 26 A & B, and engages students in producing high quality film projects for their portfolios.

- SLO Assessed was #1: Think critically, i.e. recognize and analyze the technical qualities, formal elements, creative choices and aesthetic effects of their own and others’ work.

**Department Data:**

Score	4	3	2	1	0
Percentage 119 Students	10.9%	23.5%	21.0%	18.5%	18.5%

Of the 6 sections assessed, roughly 82% of students achieved at least a developing score, and 63% achieve an adequate or better. Faculty report that students who achieve low scores struggle with time management and project completion. Taking a photography/cinema course requires an investment of time and practice to achieve strong results. The vast majority of students are willing and capable of this investment, making time for the lab-work, equipment check out and project production.

Overall the data from the photography department reflect that the vast majority of students are making adequate or better progress towards meeting learning outcomes set for these courses. Student willing to adapt to the time demands of college coursework specific to this program were most capable of successful outcomes.



# Russian Annual Assessment Report 2015

**Fall 2014**

**Course number and title: Russian 1 – Elementary Russian**

**SLO number and text: SLO# 1 - Speaking**

Engage in conversations and class discussions involving descriptions of things using general expressions and short phrases

**Assessment\*:**

Students do an oral presentation related to the topic of each chapter and they are assessed on their performance.

**Rubric:**

Rubric:

0 Inadequate

1 Developing

2 Adequate

3 Accomplished

4 Mastery

**Data\*:**

Two sections offered

Score	4	3	2	1	0
Percent (44 students)	##%	##%	## %	##%	##%
	28	10	3	1	2

**Analysis and Interpretation:**

The majority of the students were very successful because we do role plays, dialogues and practices at every class session.

The students who were unsuccessful were missing class often and disappeared before the end of class.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

We have had no previous analysis of this SLO

**Recommendations for Improvement:**

We are satisfied with the results and will continue to do the same.

**Resource Needs:**

We would like to order some Russian videos with subtitles for these students.

We would like to increase the number of tutoring hours at the LAC.

**Course number and title: Russian 2 – Elementary Russian**

**SLO number and text: SLO # 1 - Speaking**

**Engage in conversations and class discussions involving descriptions of things using general expressions and short phrases**

**Assessment\*:**

Students do oral presentations, role-plays and dialogues using different vocabulary in each classes and they are assessed on their performance.

**Rubric:**

Rubric:

0 Inadequate

1 Developing

2 Adequate

3 Accomplished

4 Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

1 section was offered

Score	4	3	2	1	0
Percent (19 students)	##%	##%	## %	##%	##%
	14	2	3	0	0

**Analysis and Interpretation:**

The majority of the students were very successful because we do role plays, dialogues and practices at every class session.

No students were unsuccessful.

**Closing the Loop (Reflections on previous Recommendations):**

The last time we analyzed this skill the results were excellent like they are now and we had no recommendations.

**Recommendations for Improvement:**

We are very successful and will continue in the same way.

**Resource Needs:**

We would like to order some Russian videos with subtitles for these students.

We would like to increase the number of tutoring hours at the LAC.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **Course number and title: Russian 3 – Intermediate Russian**

### **SLO number and text: SLO #1 Speaking**

Sustain extended conversations about a variety of topics relevant to course content using level-appropriate grammar, diction and accurate pronunciation.

#### **Assessment\*:**

Students do oral presentations on every topic using the new vocabulary.  
Students memorize Russian proverbs and saying and create stories about them.

#### **Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

#### **Data\*:**

Score	4	3	2	1	0
Percent (6 students)	##%	##%	## %	##%	##%
	5	0	1	0	0

#### **Analysis and Interpretation:**

The majority of the students were very successful because we do role plays, dialogues and practices at every class session.

No students were unsuccessful.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

The last time we analyzed this skill the results were excellent like they are now and we had no recommendations.

**Recommendations for Improvement:**

We are very successful and will continue in the same way.

**Resource Needs:**

We would like to order a library subscription to a Russian magazine and newspaper published in the United States.

**Course number and title: Russian 4 – Intermediate Russian****SLO number and text: SLO#1**

Sustain extended conversations about a variety of topics relevant to course content using level-appropriate grammar, diction and accurate pronunciation.

**Assessment\*:**

Students do oral presentations on every topic using the new vocabulary.

Students memorize Russian proverbs and saying and create stories about them.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (10 students)	##% 7	##% 3	## % 0	##% 0	##% 0

**Analysis and Interpretation:**

The majority of the students were very successful because we do role plays, dialogues and practices at every class session.

No students were unsuccessful.

**Closing the Loop (Reflections on previous Recommendations):**

The last time we analyzed this skill the results were excellent like they are now and we had no recommendations.

**Recommendations for Improvement:**

We are very successful and will continue in the same way.

**Resource Needs:**

We would like to order a library subscription to a Russian magazine and newspaper published in the United States.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Spring 2015

### **Course number and title: Russian 1 – Elementary Russian** **SLO number and text: SLO#2**

Demonstrate written knowledge of and apply vocabulary used in read day to day situations at home, school, with family and travel.

#### **Assessment\*:**

Students write fill in the blank exercises, five sentence essays and translate from English to Russian.

#### **Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

#### **Data\*:**

Two sections were offered

Score	4	3	2	1	0
Percent (27 students)	##% 16	##% 7	## % 3	##% 0	##% 1

#### **Analysis and Interpretation:**

The majority are successful in writing we practice many exercises in class and they practice at home for homework.

The few students who are not as successful missed many classes and do their homework only sporadically.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

Our results similar to the last analysis period.

**Recommendations for Improvement:**

We will check the homework in class and review the rules in order to have even greater success.

**Resource Needs:**

None.

**Course number and title: Russian 2 – Elementary Russian  
SLO number and text: SLO#2 Writing**

Demonstrate written knowledge of and apply vocabulary used in read day to day situations at home, school, with family and travel.

**Assessment\*:**

Students write fill in the blank exercises, five sentence essays and translate from English to Russian.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Data\*:**

One section was offered

Score	4	3	2	1	0
Percent (23 students)	##%	##%	## %	##%	##%
	12	3	4	0	4

**Analysis and Interpretation:**

The majority of the students are doing very well because we practice a lot in class and they practice for homework.

The few students who are not as successful missed many classes and do their homework only sporadically.

The students who failed the course disappeared before the end of the semester.

**Closing the Loop (Reflections on previous Recommendations):**

The results of the last analysis were similar. Our methods are sound in general.

**Recommendations for Improvement:**

We will work individually with the students who are struggling with their writing abilities.

**Resource Needs: None**

**Course number and title: Russian 3 – Intermediate Russian**  
**SLO number and text: SLO#2 Writing**

Write simple compositions in Russian using complex and compound sentences at the intermediate level.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Assessment\*:**

Students do fill in the blank exercises, the write answers to written questions and they write essays in class.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

**Data\*:**

One section offered

Score	4	3	2	1	0
Percent (14 students)	##% 11	##% 0	## % 3	##% 0	##% 0

**Analysis and Interpretation:**

We are pleased with the results since the great majority of the students are successful.

One of the reasons they are successful in their writing abilities is that they send each other and me e-mails in Russian about everyday situations.

**Closing the Loop (Reflections on previous Recommendations):**

The use of e-mails has helped students to feel more comfortable with writing.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Recommendations for Improvement:**

We will work individually with the students who are struggling with their writing abilities.

**Resource Needs:**

None

**Course number and title: Russian 4 – Intermediate Russian**  
**SLO number and text: SLO#2**

Generate advanced written texts on cultural historical or academic matters using grammatical structures including but not limited to verb aspects (perfective and imperfective), and all six cases and tenses (present, past and future).

**Assessment\*:**

Students do fill in the blank exercises, the write answers to written questions and they write essays in class even some that are not related to topics studied in class but rather to life experiences.

**Rubric:**

- 0 Inadequate
- 1 Developing
- 2 Adequate
- 3 Accomplished
- 4 Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (4 students)	##% 4	##% 0	## % 0	##% 0	##% 0

**Analysis and Interpretation:**

All the students were successful. We are satisfied.

We believe that the work we do with Russian proverbs and sayings help to develop student success in writing. The writing of e-mails and and essays help to solidify their writing abilities as well.

**Closing the Loop (Reflections on previous Recommendations):**

Last time, our students were very successful as well.

**Recommendations for Improvement:**

We will continue doing what we're doing.

**Resource Needs:**

None.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

# Annual Assessment Report for Physics 2015

## Fall 2014 Assessment: SLO #1

**Course:** Physics 1A

**SLO #1:** Demonstrate a conceptual understanding of the principles of classical mechanics. Apply this understanding to analyze various mechanical systems.

### Method of Assessment (describe assessment and rubric):

Total of 11 quizzes, 10 multiple choice questions each quiz. Math level: Calculus.

Score	Description
<b>4-Mastery</b>	The student demonstrates an accurate, in-depth understanding of all the relevant concepts and/or principles in classical mechanics, and is able to skillfully apply this knowledge to analyze the behavior of a variety of mechanical systems typical for the Physics 1A course, and obtain the correct results/conclusions. There are very few error and misunderstandings, and frequent exhibition of independent, critical thinking skills, which sometimes are accompanied by creative ideas that are beyond the scope and requirement of the course.
<b>3-Accomplished</b>	The student demonstrates a reasonably good understanding for most of the relevant concepts and principles in classical mechanics, and is competent in applying this knowledge to analyze the behavior of most of the typical mechanical systems. The results obtained are mostly correct. Only infrequent and minor errors are present in the analysis.
<b>2-Adequate</b>	The student can reach a basic understanding of the relevant concepts and principles for the majority of the cases, and applies this knowledge to analyze typical mechanical systems, frequently obtaining the correct results, but with minor errors, and in some cases major errors.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the concepts and principles of classical mechanics, but does a poor job in doing so most of the time. There are major difficulties with the application of this knowledge in analyzing typical mechanical systems. The analysis are replete with minor errors, and often major errors.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of the principles and concepts of classical mechanics.

Total Students Assessed: 38

### Summary Table of Assessment Results (indicate number of students scoring in each category):

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing assignment)</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students</i></b>	20	8	6	4	0

### **Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management for hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline.
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.

### **Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Provide more opportunities/choices for students to complete assignments under same category.
- Provide more flexible time window to complete project-based assignments.
- Create new assignment/assessment category.
- Organize on-campus discussion/problem solving sessions.

### **Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and crease tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.

**Course: Physics 1B**

**SLO #1:** Demonstrate a conceptual understanding of the principles of classical mechanics and thermal Physics. Apply this understanding to analyze various mechanical and thermodynamical systems.

**Method of Assessment (describe assessment and rubric):**

Section 1: Total of 10 quizzes, 10 multiple choices question each quiz. Math level: Calculus.

Section 2: Conventional problem solving and derivation tests.

Score	Description
<b>4-Mastery</b>	The student demonstrates an accurate, in-depth understanding of all the relevant concepts and/or principles in classical mechanics and thermal physics, and is able to skillfully apply this knowledge to analyze the behavior of a variety of mechanical/thermodynamical systems typical for the Physics 1B course, and obtain the correct results/conclusions. There are very few error and misunderstandings, and frequent exhibition of independent, critical thinking skills, which sometimes are accompanied by creative ideas that are beyond the scope and requirement of the course.
<b>3-Accomplished</b>	The student demonstrates a reasonably good understanding for most of the relevant concepts and principles in classical mechanics and thermal physics, and is competent in applying this knowledge to analyze the behavior of most of the typical mechanical and thermodynamical systems. The results obtained are mostly correct. Only infrequent and minor errors are present in the analysis.
<b>2-Adequate</b>	The student can reach a basic understanding of the relevant concepts and principles for the majority of the cases, and applies this knowledge to analyze typical mechanical and thermodynamical systems, frequently obtaining the correct results, but with minor errors, and in some cases major errors.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the concepts and principles of classical mechanics and thermal physics, but does a poor job in doing so most of the time. There are major difficulties with the application of this knowledge in analyzing typical mechanical systems. The analysis are replete with minor errors, and often major errors.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of the principles and concepts of classical mechanics and thermal physics.

Total Students Assessed: 40

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing</b>
----------------	---------------------	-----------------	-------------------	--------------------------------

					assignment)
	4	3	2	1	0
Number of Students	25	5	8	1	1

### Analysis and Interpretation:

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management for hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.
- For the student who received zero: This result seems to be an outlier, hence could have had many personal causes. This student was alone in turning in almost no homework.

### Recommendations for Improvement:

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Provide more opportunities/choices for students to complete assignments under same category.
- Provide more flexible time window to complete project-based assignments.
- Create new assignment/assessment category.
- Organize on-campus discussion/problem solving sessions.

### Resource Needs:

- Funding for student tutor to facilitate on-campus discussion session and crease tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.
- e-mail to the student must actually reach the student. e-mail should to both the student's PCC account and to their own account. Perhaps also to Facebook etc. This must happen automatically and not depend on students figuring out how to make it happen!
- A good spreadsheet for grades.



**Course:** Physics 1C

**SLO #1:** Demonstrate a conceptual understanding of the principles of electromagnetism and optics. Apply this understanding to analyze various electromagnetic and optical systems.

**Method of Assessment (describe assessment and rubric):**

Section 1: Total of 14 quizzes, 10 multiple choices question each. Math level: Calculus.

Section 2: Conventional tests on problem solving and derivations

Score	Description
<b>4-Mastery</b>	The student demonstrates an accurate, in-depth understanding of all the relevant concepts and/or principles in electromagnetism and optics, and is able to skillfully apply this knowledge to analyze the behavior of a variety of electromagnetic and optical systems typical for the Physics 1C course, and obtain the correct results/conclusions. There are very few error and misunderstandings, and frequent exhibition of independent, critical thinking skills, which sometimes are accompanied by creative ideas that are beyond the scope and requirement of the course.
<b>3-Accomplished</b>	The student demonstrates a reasonably good understanding for most of the relevant concepts and principles in electromagnetism and optics, and is competent in applying this knowledge to analyze the behavior of most of the typical electromagnetic and optical systems. The results obtained are mostly correct. Only infrequent and minor errors are present in the analysis.
<b>2-Adequate</b>	The student can reach a basic understanding of the relevant concepts and principles for the majority of the cases, and applies this knowledge to analyze typical electromagnetic and optical systems, frequently obtaining the correct results, but with minor errors, and in some cases major errors.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the concepts and principles of electromagnetism and optics, but does a poor job in doing so most of the time. There are major difficulties with the application of this knowledge in analyzing typical electromagnetic and optical systems. The analysis are replete with minor errors, and often major errors.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of the principles and concepts of electromagnetism and optics.

Total Students Assessed: 46

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing)</b>
----------------	---------------------	-----------------	-------------------	---------------------------------

					<b>assignment)</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students</i></b>	20	12	10	4	0

### **Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management of hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.

### **Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Provide more opportunities/choices for students to complete assignments under same category.
- Provide more flexible time window to complete project-based assignments.
- Create new assignment/assessment category.
- Organize on-campus discussion/problem solving sessions.
- More contacts with students who did not perform well.

### **Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and crease tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.
- e.mail account and to their own account. Perhaps also to Facebook etc. This must happen automatically and not depend on students figuring out how to make it happen!
- A good spreadsheet for grades.

**Course:** Physics 10

**SLO #1:** Demonstrate a conceptual understanding of the content of elementary Classical and Modern Physics and the uses and implications of these concepts in the modern world.

**Method of Assessment (describe assessment and rubric):**

Assignments including: quizzes, essays, discussions and field trip reports.

Total Students Assessed: 108

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing assignment)</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students</b>	49	18	17	5	19

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management for an online class.
- Most helpful were the straightforward presentation and relatively familiar topic.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.
- Solving problems is not in the skill set of most students taking Physics 10. However they can be encouraged to take advantage of other aspects of the class.

### Recommendations for Improvement:

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Provide more opportunities/choices for students to complete assignments under same category.
- Provide more flexible time window to complete project-based assignments.
- Create new assignment/assessment category.
- Organize on-campus discussion/problem solving sessions.
- More contact with these students to emphasize that they are doing poorly and what they can do to improve.

### Resource Needs:

- An effective delivery mechanism to ensure that email from teacher would reach both the student's PCC account and personal account.
- Funding for student tutor to facilitate on-campus discussion session and increase tutoring hours.
- e-mail to the student must actually reach the student. e-mail should to both the student's PCC account and to their own account. Perhaps also to Facebook etc. This must happen automatically and not depend on students figuring out how to make it happen!

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## Spring 2015 Assessment: SLO #2

**Course:** Physics 1A

**SLO #1:** Employ proper problem-solving techniques to explore both familiar and new scenarios in classical mechanics.

### Method of Assessment (describe assessment and rubric):

Two midterms and one final exams, 120 minutes each

Score	Description
<b>4-Mastery</b>	The student demonstrates a strong grasp of all the important methods and techniques for solving problems in classical mechanics, and is able to apply these methods to successfully solve a wide variety of problems typical for Physics 1A, including the most challenging ones with new, unfamiliar scenarios.

<b>3-Accomplished</b>	The student is able to achieve a good understanding for most of the important methods and techniques for solving problems in classical mechanics, and can apply this knowledge to solve most of the typical problems in classical mechanics, expect for some most challenging ones.
<b>2-Adequate</b>	The student can reach a basic understanding of a majority of the important methods and techniques for solving problems in classical mechanics, and can apply this knowledge to solve basic problems in the subject matter.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the important methods and techniques for solving problems in classical mechanics, and can only solve a small fraction of the very basic problems.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of any important method and technique for solving problems in classical mechanics.

Total Students Assessed: 38

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing assignment)</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students</b>	6	12	14	5	1

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on weekly basis.
- Relevance of the topic to every life.
- Guidance on time management of hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.

**Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Organize on-campus discussion/problem solving sessions.
- Provide more specific guidance in problem-solving strategies.

**Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and create tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.

**Course: Physics 1B**

**SLO #2:** Employ proper problem-solving techniques to explore both familiar and new scenarios in classical mechanics and thermal physics.

**Method of Assessment (describe assessment and rubric):**

Section 1:

- 10 quizzes, 10 multiple choices questions each quiz/90 min. Math level-Calculus. Online, open book/notes.
- Two midterms and one final exams, 120 minutes each exam, on campus close book/notes, equation/constant provided. No electronic devices allowed except a calculator.
- 11 discussions, course content related, real-life applications, weekly assignment.
- 11 labs, 3-hours hand-on experiment, on campus; individual/group lab report, weekly assignment.

Section 2: Conventional tests for problem solving and derivations.

Score	Description
<b>4-Mastery</b>	The student demonstrates a strong grasp of all the important methods and techniques for solving problems in classical mechanics and thermal physics, and is able to apply these methods to successfully solve a wide variety of problems typical for Physics 1B, including the most challenging ones with new, unfamiliar scenarios.
<b>3-Accomplished</b>	The student is able to achieve a good understanding for most of the important methods and techniques for solving problems in classical mechanics and thermal physics, expect for some most challenging ones.
<b>2-Adequate</b>	The student can reach a basic understanding of a majority of the important methods and techniques for solving problems in classical mechanics and thermal physics, and can apply this knowledge to solve basic problems in the subject matter.

<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the important methods and techniques for solving problems in classical mechanics and thermal physics, and can only solve a small fraction of the very basic problems.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of any important method and technique for solving problems in classical mechanics and thermal physics.

Total Students Assessed: 56

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate (Missing assignment)</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students</b>	28	16	6	4	2

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on weekly basis.
- Relevancy of the topic to every life.
- Guidance on time management of hybrid class.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.
- Materials that are new to the students.

**Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.

- Organize on-campus discussion/problem solving sessions.
- Provide more specific guidance in problem-solving strategies.

#### **Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and create tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.
- e-mail to the student must actually reach the student. e-mail should go to both the student's PCC account and to their own account. Perhaps also to Facebook etc. This must happen automatically and not depend on students figuring out how to make it happen!
- A good spreadsheet for grades.

#### **Course:** Physics 1C

**SLO #2:** Employ proper problem-solving techniques to explore both familiar and new scenarios in electromagnetism and optics.

#### **Method of Assessment (describe assessment and rubric):**

Two midterms and one final exam

<b>Score</b>	<b>Description</b>
<b>4-Mastery</b>	The student demonstrates a strong grasp of all the important methods and techniques for solving problems in electromagnetism and optics, and is able to apply these methods to successfully solve a wide variety of problems typical for Physics 1C, including the most challenging ones with new, unfamiliar scenarios.
<b>3-Accomplished</b>	The student is able to achieve a good understanding for most of the important methods and techniques for solving problems in electromagnetism and optics, expect for some most challenging ones.
<b>2-Adequate</b>	The student can reach a basic understanding of a majority of the important methods and techniques for solving problems in electromagnetism and optics, and can apply this knowledge to solve basic problems in the subject matter.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the important methods and techniques for solving problems in electromagnetism and optics, and can only solve a small fraction of the very basic problems.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of any important method and technique for solving problems in electromagnetism and optics.

Total Students Assessed: 18



**Summary Table of Assessment Results (indicate number of students scoring in each category):**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate (Missing assignment)</i>
	4	3	2	1	0
<i>Number of Students</i>	3	9	2	3	1

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management of hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.

**Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Organize on-campus discussion/problem solving sessions.
- Provide more specific guidance in problem-solving strategies.

**Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and crease tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.

**Course: Physics 1D**

**SLO #2:** Employ proper problem-solving techniques to explore both familiar and new scenarios in modern physics.

**Method of Assessment (describe assessment and rubric):**

Section 1, 2: Two midterms and one final exam

Section 3: Conventional tests involving problem solving, derivations, and explanations.

Score	Description
<b>4-Mastery</b>	The student demonstrates a strong grasp of all the important methods and techniques for solving problems in modern physics, and is able to apply these methods to successfully solve a wide variety of problems typical for Physics 1C, including the most challenging ones with new, unfamiliar scenarios.
<b>3-Accomplished</b>	The student is able to achieve a good understanding for most of the important methods and techniques for solving problems in modern physics, except for some most challenging ones.
<b>2-Adequate</b>	The student can reach a basic understanding of a majority of the important methods and techniques for solving problems in modern physics, and can apply this knowledge to solve basic problems in the subject matter.
<b>1-Developing</b>	The student can only occasionally demonstrate correct understanding of the important methods and techniques for solving problems in modern physics, and can only solve a small fraction of the very basic problems.
<b>0-Inadequate</b>	The student fails to show any evidence of a basic understanding of any important method and technique for solving problems in modern physics.

Total Students Assessed: 47

**Summary Table of Assessment Results (indicate number of students scoring in each category):**

	Mastery	Accomplished	Adequate	Developing	Inadequate (Missing assignment)
	4	3	2	1	0
<b>Number of Students</b>	9	20	18	0	0

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or

Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on weekly basis.
- Relevancy of the topic to every life.
- Guidance on time management of hybrid class.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.

### **Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Organize on-campus discussion/problem solving sessions.
- Provide more specific guidance in problem-solving strategies.

### **Resource Needs:**

- Funding for student tutor to facilitate on-campus discussion session and crease tutoring hours.
- Provide supporting learning environment: a) remodeling classrooms and physics study room to update its lighting/white and black board/table/chair and in-room electronic system.
- Funding for lab equipment and in-class demonstration kits to help students visualize the abstract concepts in modern physics.

### **Course: Physics 10**

**SLO #2:** Utilize critical thinking skills to solve simple problems from Classical and Modern Physics with a minimum of math and be able to identify the important concepts and implications of Classical and Modern Physics.

### **Method of Assessment (describe assessment and rubric):**

Assignments including: quizzes, essays, discussions and field trip reports.

Total Students Assessed: 96

### **Summary Table of Assessment Results (indicate number of students scoring in each category):**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate (Missing assignment)</i>
	4	3	2	1	0
<i>Number of Students</i>	60	9	11	3	13

### **Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

- Comprehensive online course support: lecture videos/notes, chapter modules, discussion sessions and weekly course study/test schedule.
- Monitoring student progress on a weekly basis.
- Relevance of the topic to every life.
- Guidance on time management for an online class.
- Most helpful were the straightforward presentation and relatively familiar topic.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- Poor time management and lack of self-guidance/discipline,
- Lack of motivation to seek assistance and help on course related issues.
- Lack of mathematic skill and ability to think critically.
- Solving problems is not in the skill set of most students taking Physics 10. However they can be encouraged to take advantage of other aspects of the class.

### **Recommendations for Improvement:**

What suggestions would you recommend to help more students achieve success with this SLO?

- Provide more training and monitoring work in-progress online.
- Provide more opportunities/choices for students to complete assignments under same category.
- Provide more flexible time window to complete project-based assignments.
- Create new assignment/assessment category.
- Organize on-campus discussion/problem solving sessions.
- More contact with these students to emphasize that they are doing poorly and what they can do to improve.

### **Resource Needs:**

- An effective delivery mechanism to ensure that email from teacher would reach both the student's PCC account and personal account. e-mail to the student must actually reach the student. account and to their own account. Perhaps also to Facebook etc. This must happen automatically and not depend on students figuring out how to make it happen!
- Funding for student tutor to facilitate on-campus discussion session and increase tutoring hours.

## Fall 2014

### Course: Philo 1 Introduction to Philosophy

- SLO 1: Identify and discuss the sorts of problems typical of Western philosophy, and understand both the approach (critical philosophical analysis) and the means used to analyze these problems
- Assessment Methods Used: Exam and essay questions (For example: Compare and evaluate the positions of Marx, Mussolini, Rand, and Spencer.)
- Results Summary:

Score	4	3	2	1	0
Percent	21.5%	14.9%	35.3 %	10.4%	17.6%
(181 students)	39	27	64	19	32

- Analysis and Interpretation: Because the primary reading in philosophy is difficult, those who lack adequate English reading comprehension skills are at a huge disadvantage. Because philosophy courses focus on written expression of ideas, those with poor writing skills are also at a disadvantage. We are discussing the extent to which English 1A should be made a prerequisite for this course. Without adequate English skills, these students are setting themselves up for failure, simply because they do not understand the required reading. Reliance on largely secondary sources is NOT an option, since the UC system requires use of primary sources in order for these courses to transfer to meet Philosophy BA requirements in the UC system (per our articulation agreements). It is clear that many students either are not completing the reading, and so do not understand lecture, or do not understand the reading (in which case, they are unlikely to understand lecture).
- Recommendations for Improvement: The obvious solution would be to require English 1A as a prerequisite. That would guarantee, to some extent, an ability to read and write English. As mentioned above, the primary problem is that students are not completing the required reading (we know this, because the students admit they are not doing the reading). We are also looking at methods to increase completion of reading assignments: reading quizzes delivered through Canvas, requiring students to submit outlines of required reading, or requiring students to present, in written form, a basic set-up of a philosophical argument presented in the required reading.

### Course: Philo 3 Ethics

- SLO 1: To identify and describe the various central theories on ethics and morality, such as Aristotle's ethics of virtue, Plato's ethics based on the unchanging Form of the Good, the divine command theory, hedonism, utilitarianism, and relativism.
- NA: only adjunct and now-retired faculty taught this course, and so no SLO data was collected.

**Course: Philo 7 Contemporary Moral Problems (**

- SLO 1: Compare and contrast the various approaches to ethical thought such as Aristotelian, Kantian, Taoist, and Utilitarian theories.
- Assessment Methods Used: Exam questions and research projects (Example exam question: Compare and evaluate the positions of Kant, Tolstoy, Siddhartha, and Bastiat. Example research project topic: Apply the ethical theories of two different philosophers we have discussed in this course to the ethical issue your group has identified for your specific ethnographic region).
- Rubric:

	Unacceptable 0	Acceptable 1	Good 2-3	Excellent 3-4
<b>Overview:</b> introduction of issue and background described, agenda described	no introduction or overview, background or agenda	sketchy or unclear overview/agenda and background	confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished	clear purpose, overview, and agenda; relevant & clear background
<b>Vocabulary:</b> appropriate and fluent use of terms and concepts	little or no attempt to include terms, concepts, authors	use of terms but not well related, sporadic, misused or mispronounced	good use of terms but still uses jargon or forces or is awkward with use of terms	Clear terminology with little or no ambiguity or vagueness
<b>Coverage:</b> thorough and balanced in treatment of topic	very incomplete, significant gaps, or biased treatment of topic	either thorough but biased, or incomplete and balanced	generally thorough and balanced but awkward, needs more evidence, or better sequencing	thorough coverage of topic per assignment with balanced treatment of perspectives
<b>Reasoning:</b> explains reasoning and provides evidence	little or no reasoning, explanation, or evidence provided	reasoning and evidence presented but not well organized or poor sources	good logical reasoning and evidence, but not integrated	logical reasoning integrated with authoritative references on key points

<b>Accuracy/Comparison of ethical theories/philosophers</b>	No clear mention of particular philosophers or specific philosophical theory	Inadequate/inaccurate mention of particular philosophers or specific philosophical theory	Good use of particular philosophers or specific philosophical theory	Excellent integration and explanation of both particular philosophers and specific philosophical theory
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- Results Summary: !

Score	4	3	2	1	0
Percent	29%	26%	22 %	5%	18%
(136 students)	39	36	30	7	24

- Analysis and Interpretation: Over half of the students are performing well. Those students who scored “2” and “1” did so largely because of an inadequate demonstration of an ability to discuss, in written form, the work of multiple philosophers. The written submissions lacked clarity, and detailed discussion of the theoretical aspects of the works the students were required to understand. The students who scored “2” were able to orally explain the very topical aspects of the theory, and were apply to apply the theories in rudimentary ways. The students who scored “0” did not demonstrate any understanding of the philosophers’ theories or how to apply those theories, in either written or oral form.
- Recommendations for Improvement: Because the primary reading in philosophy is difficult, those who lack adequate English reading comprehension skills are at a huge disadvantage. Because philosophy courses focus on written expression of ideas, those with poor writing skills are also at a disadvantage. We are discussing the extent to which English 1A should be made a prerequisite for this course. Without adequate English skills, these students are setting themselves up for failure, simply because they do not understand the required reading. Reliance on largely secondary sources is NOT an option, since the UC system requires use of primary sources in order for these courses to transfer to meet Philosophy BA requirements in the UC system (per our articulation agreements). It is clear that many students either are not completing the reading, and so do not understand lecture, or do not understand the reading (in which case, they are unlikely to understand lecture).

### **Course: Philo 8 Philosophy and Humanness**

- SLO 1: [Discuss the meaning of "being human" from several different perspectives.](#) &
- Assessment Methods Used: Exam questions !
- Rubric: None provided by instructor !
- Results Summary: !



Score	4	3	2	1	0
Percent	34%	34%	13 %	19%	0%
(32 students)	11	11	4	6	

- Analysis and Interpretation: Satisfactory grasp among students of the differences between dualism, materialism, etc.
- Recommendations for Improvement: None provided by instructor

#### Course: Philo 20A History of Ancient Philosophy

- SLO 1: [Identify the major philosophers of Western Civilization from 600 B.C.E. to 1400 C.E.](#)
- Assessment Methods Used: Exam questions
- Rubric: None provided by instructor
- Results Summary:

Score	4	3	2	1	0
Percent	55%	26%	12 %	2%	4.7%
(42 students)	23	11	5	1	2

- Analysis and Interpretation: Satisfactory grasp among most students of who were the main philosophers in the period discussed
- Recommendations for Improvement: None provided by instructor

#### Course: Philo 25 Critical Thinking

- SLO 1: [Apply, in written form, the tools of critical reasoning in a number of essay assignments, totaling 6,000 to 8,000 words over the course of the semester.](#)
- Assessment Methods Used: A variety of written assignments, including an argumentative research paper, essays critically examining the use of rhetoric and pseudo reasoning in social, political and advertising contexts, and essays on controversial issues.
- Rubric:

Word Count	0- Failed to reach mandatory word count on all assignments	1- Reached mandatory word count on very few assignments	2- Reached mandatory word count on most assignments	3- Reached mandatory word count on all assignments	4- Reached and exceeded mandatory word count on all assignments
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Argument	0- Demonstrates no ability to present an argument	1- Demonstrates minimal ability to present an argument	2- Demonstrates decent ability to present an argument	3- Demonstrates ability to present a well-reasoned argument	4- Demonstrates excellent ability to present a well-reasoned argument
Integration of Theory	Demonstrates no ability to integrate theory	Demonstrates minimal ability to integrate theory	Demonstrates decent ability to integrate theory	Demonstrates ability to integrate appropriate theory in a meaningful and logical way	Demonstrates excellent ability to integrate philosophical theory in a sophisticated, logical and consistent manner
Integration of Credible Research	No use of research	Use of research, but fails to adequately establish credibility of sources	Demonstrates acceptable ability to integrate research from credible sources	Demonstrates good ability to use research from a variety of credible sources	Consistently uses research from a variety of credible sources to present excellent inductive and deductive arguments

- Results Summary: )

Score	4	3	2	1	0
Percent	70%	21%	6 %	2%	1%
(89 students)	62	19	5	2	1

- Analysis and Interpretation: Overall, we are pleased with these results. 91% of our very small sample demonstrated a good or excellent ability to construct well-written arguments, sustained over the course of long essays. We believe that these results are the product of two factors: 1) English 1A is a prerequisite for the course; 2) 25% of the sample were Honors students, who are probably pre-disposed to perform better on an outcome of this sort, given their better preparedness in terms of writing assignments. We hope to have a more representative sample in future assessment cycles by including adjunct faculty in the assessment process. The wording of the SLO cannot be changed, as it is part of our articulation agreement with CSULA.
- Recommendations for Improvement: In terms of improving our assessment, we need a larger sample and the inclusion of courses taught by adjunct. In terms of improving performance on the outcome, we should consider forming closer relationships with the writing tutors available

in the Social Sciences Learning Lab (and perhaps providing our services to helping students understand how to construct written and well-supported arguments during informational sessions in the SS Learning Lab).

**Course: Philo 25 Online Critical Thinking**

- SLO 1: Apply, in written form, the tools of critical reasoning in a number of essay assignments, totaling 6,000 to 8,000 words over the course of the semester.
- Assessment Methods Used: A variety of written assignments, including an argumentative research paper, an essay on aesthetics, an essay critically examining the use of rhetoric and pseudo reasoning in advertising, and an essay evaluating a moral dilemma in accordance with moral theories discussed in the course.
- Rubric: Multiple data sets were used.

Word Count	0- Failed to reach mandatory word count on all assignments	1- Reached mandatory word count on very few assignments	2- Reached mandatory word count on most assignments	3- Reached mandatory word count on all assignments	4- Reached and exceeded mandatory word count on all assignments
Argument	0- Demonstrates no ability to present an argument	1- Demonstrates minimal ability to present an argument	2- Demonstrates decent ability to present an argument	3- Demonstrates ability to present a well-reasoned argument	4- Demonstrates excellent ability to present a well-reasoned argument
Integration of Theory	Demonstrates no ability to integrate theory	Demonstrates minimal ability to integrate theory	Demonstrates decent ability to integrate theory	Demonstrates ability to integrate appropriate theory in a meaningful and logical way	Demonstrates excellent ability to integrate philosophical theory in a sophisticated, logical and consistent manner
Integration of Credible Research	No use of research	Use of research, but fails to adequately establish credibility of sources	Demonstrates acceptable ability to integrate research from credible sources	Demonstrates good ability to use research from a variety of credible sources	Consistently uses research from a variety of credible sources to present excellent inductive and deductive arguments

- Results Summary: #

Score	4	3	2	1	0
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Percent	40%	24%	17 %	10%	10%
(83 students)	33	20	14	8	8

- Analysis and Interpretation: Most students are doing well in terms meeting word counts, understanding the constituent parts of argumentative essays, and integrating research into their papers. Those students who scored 0-2 did so largely for two reasons: failing to meet the mandatory (CSULA required) word counts for the course, and for plagiarism and failing to cite sources properly.
- Recommendations for Improvement: English 1A is already a pre-requisite for this course, yet many students failed to demonstrate an ability to write an essay that contained all the necessary essay elements, and many students failed to integrate use of research in a meaningful way that was also MLA compliant. A trip to the library for a guided tour is not possible for an online class, but we will attempt to pursue an “online” version of such a visit, so that students become more familiar with the resources of the library and the assistance that librarians can provide. The online courses would also benefit from a lesson at the beginning of the semester that covers MLA citation and how to avoid plagiarism. The students are provided with various websites that give them this information, but based on the number of students who fail to cite their sources properly, and who fail to use quotation marks appropriately, the students cannot be trusted to utilize these websites without being “forced” to in some manner. We may also want to see what is being covered in English 1A in terms of citation, and understanding of essay elements (such as introductions and conclusions), to see whether students are being provided with this information at earlier stages in their academic careers.

#### Course: Philo 30 Introduction to Logic

- SLO 1: [Distinguish a claim from the evidence that might be offered in defense of it. \)](#)
- Assessment Methods Used: Exam questions !
- Rubric: None provided by instructors !
- Results Summary: !

Score	4	3	2	1	0
Percent	15.7%	30.3%	22.4 %	22.4%	8.9%
(89 students)	14	27	20	20	8

- Recommendations for Improvement: Since this skill requires the ability of close reading and analysis, perhaps requiring English 1A as a prerequisite might improve performance on this SLO.

**Course: Philo 33 Introduction to Symbolic Logic (**

- SLO 1: [Distinguish a claim from the evidence that might be offered in defense of it.](#)
- Assessment Methods Used: Exam questions
- Rubric:
- Results Summary:

Score	4	3	2	1	0
Percent	17.2%	17.2%	34.4 %	20.6%	10.3%
(29 students)	5	5	10	6	3

- Analysis and Interpretation: This SLO is only explicitly assessed in the first exam. Historically students struggle in the first exam, perhaps because they are not used to the material or the style of the instructor. However, the skill is used throughout the semester and with practice, students demonstrate an improvement.
- Recommendations for Improvement: Since this skill requires the ability of close reading and analysis, perhaps requiring English 1A as a prerequisite might improve performance on this SLO.

**Course: Philo 37 Philosophy of Religion**

- SLO 1: [Be able to examine various issues in religions and know how to evaluate them using the methods and tools of philosophical inquiry.](#)
- Assessment Methods Used: Exam questions
- Rubric: None provided by instructor
- Results Summary:

Score	4	3	2	1	0
Percent	37%	34%	11 %	11%	6%
(35 students)	13	12	4	4	2

- Analysis and Interpretation: Satisfactory grasp among most students of how philosophical tools can be used to evaluate religious issues

- Recommendations for Improvement: None provided by instructor ,

**Course: Relgs 1: Introduction to Religion**

- NA: all sections of this course were taught by adjunct faculty, who were not asked to assess

**Course: Relgs 2: Comparative Religions: Far East**

- NA: this course was taught by either adjunct or currently retired faculty who did not submit assessment results

**Course: Relgs 3: Comparative Religions: Near East**

- NA: this course was taught only by adjunct faculty, who were not required to assess

**Course: Hum 1**

- NA: this course was taught only by adjunct faculty, who were not required to assess

**Course: Hum 2**

- NA: this course was taught only by adjunct faculty, who were not required to assess

**Course: Hum 4**

- NA: this course was taught only by adjunct faculty, who were not required to assess

## Spring 2015

**Course: Philo 1 Introduction to Philosophy**

- SLO 2: [Express philosophical ideas or arguments.](#)
- Assessment Methods Used: Exam and essay questions (For example: Compare and evaluate the positions of Marx, Mussolini, Rand, and Spencer.)
- Rubric: none provided by instructors
- Results Summary:

Score	4	3	2	1	0
Percent	22.2%	20%	28%	9.7%	20%
(175 students)	39	35	49	17	35

- Analysis and Interpretation: ,

- Recommendations for Improvement:

#### Course: Philo 3 Ethics

- SLO 2: Demonstrate an understanding of the fundamental ethical theories and their influence in shaping modern and contemporary ethics in western civilization, the Greek and Judeo-Christian ethical theories
- NA: Only adjunct and now-retired faculty taught this course, so no SLO data was collected.

#### Course: Philo 7 Contemporary Moral Problems

- SLO 2: Discuss and explain related ethical concepts concerning the nature of value and the concepts of choice, obligations, moral standards, virtue, freedom, pleasure, happiness, duty, utility, natural law, love and the good.
- Assessment Methods Used: Exam questions and research projects (Example exam question: Discuss the three types of “equity” Bullard mentions in his essay and tie his concerns about equity to three examples of environmental injustice discussed in class. Discuss the five principles Bullard advocates to increase environmental justice, explaining how these principles can be used to address the examples of injustice you specified from class lecture.).
- Results Summary:

Score	4	3	2	1	0
Percent	58%	11%	19 %	4%	7%
(46 students)	27	5	9	2	3

- Recommendations for Improvement: Because the primary reading in philosophy is difficult, those who lack adequate English reading comprehension skills are at a huge disadvantage. Because philosophy courses focus on written expression of ideas, those with poor writing skills are also at a disadvantage. We are discussing the extent to which English 1A should be made a prerequisite for this course. Without adequate English skills, these students are setting themselves up for failure, simply because they do not understand the required reading. Reliance on largely secondary sources is NOT an option, since the UC system requires use of primary sources in order for these courses to transfer to meet Philosophy BA requirements in the UC system (per our articulation agreements). It is clear that many students either are not completing the reading, and so do not understand lecture, or do not understand the reading (in which case, they are unlikely to understand lecture).

#### Course: Philo 8 Philosophy and Humanness

- SLO 2: Philosophically analyze and evaluate such issues as freedom of will, the mind/body relation, the nature of the ‘soul’, the grounds of knowledge, various views

on the origins and nature of human misery and suffering, life after death, and the nature of ethical values.

- Assessment Methods Used: Exam questions
- Rubric: None provided by instructor
- Results Summary:

Score	4	3	2	1	0
Percent (79 students)	33% 26	25% 20	27 % 21	11% 9	4% 3

- Analysis and Interpretation: Satisfactory grasp among most students of what the mind-body problem involves
- Recommendations for Improvement: None provided by instructor

#### Course: Philo 20B History of Modern Philosophy

- SLO 2: Identify and describe the changes and tensions in the Christian church that culminate in the Reformation.
- Assessment Methods Used: Exam questions
- Rubric: None provided by instructor
- Results Summary:

Score	4	3	2	1	0
Percent (42 students)	60% 25	29% 12	04.5 % 2	04.5% 2	2% 1

- Analysis and Interpretation: Satisfactory grasp among most students of some of the factors that led to the Reformation
- Recommendations for Improvement: None provided by instructor

#### Course: Philo 25 Critical Thinking

- SLO 2: Present arguments and be able to refute poorly reasoned arguments, using a variety of techniques, including the construction of a well-organized, sustained written argument advocating ideas and positions to develop critical perspectives, a clear sense of audience, and a fluent and effective style.
- Assessment Methods Used: A variety of written assignments, including an argumentative research paper, an essay on aesthetics, an essay critically examining the use of rhetoric and pseudo reasoning in advertising, and an essay evaluating a moral dilemma in accordance with moral theories discussed in the course.
- Rubric:



Argument	0- Demonstrates no ability to present an argument	1- Demonstrates minimal ability to present an argument	2- Demonstrates decent ability to present an argument	3- Demonstrates ability to present a well-reasoned argument	4- Demonstrates excellent ability to present a well-reasoned argument
Integration of Theory	Demonstrates no ability to integrate theory	Demonstrates minimal ability to integrate theory	Demonstrates decent ability to integrate theory	Demonstrates ability to integrate appropriate theory in a meaningful and logical way	Demonstrates excellent ability to integrate philosophical theory in a sophisticated, logical and consistent manner
Integration of Credible Research	No use of research	Use of research, but fails to adequately establish credibility of sources	Demonstrates acceptable ability to integrate research from credible sources	Demonstrates good ability to use research from a variety of credible sources	Consistently uses research from a variety of credible sources to present excellent inductive and deductive arguments

- Results Summary: )

Score	4	3	2	1	0
Percent	53%	31%	10 %	2%	3%
(58 students)	31	18	6	1	2

- Analysis and Interpretation:
- Recommendations for Improvement:

**Course: Philo 25 Online Critical Thinking**

- SLO 2: Present arguments and be able to refute poorly reasoned arguments, using a variety of techniques, including the construction of a well-organized, sustained written argument advocating ideas and positions to develop critical perspectives, a clear sense of audience, and a fluent and effective style.
- Assessment Methods Used: A variety of written assignments, including an argumentative research paper, an essay on aesthetics, an essay critically examining the use of rhetoric and

pseudo reasoning in advertising, and an essay evaluating a moral dilemma in accordance with moral theories discussed in the course. '

- Rubric: '

Argument	0- Demonstrates no ability to present an argument	1- Demonstrates minimal ability to present an argument	2- Demonstrates decent ability to present an argument	3- Demonstrates ability to present a well-reasoned argument	4- Demonstrates excellent ability to present a well-reasoned argument
Integration of Theory	Demonstrates no ability to integrate theory	Demonstrates minimal ability to integrate theory	Demonstrates decent ability to integrate theory	Demonstrates ability to integrate appropriate theory in a meaningful and logical way	Demonstrates excellent ability to integrate philosophical theory in a sophisticated, logical and consistent manner
Integration of Credible Research	No use of research	Use of research, but fails to adequately establish credibility of sources	Demonstrates acceptable ability to integrate research from credible sources	Demonstrates good ability to use research from a variety of credible sources	Consistently uses research from a variety of credible sources to present excellent inductive and deductive arguments

- Results Summary: '

Score	4	3	2	1	0
Percent	24%	34%	30 %	11%	1%
(88 students)	21	30	26	10	1

- Analysis and Interpretation:
- Recommendations for Improvement:

**Course: Philo 30 Introduction to Logic**

- SLO 2: Be able to distinguish between (a) unsupported assertions, and (b) claims based on evidence (arguments).
- Assessment Methods Used: none provided by instructor
- Rubric: none provided by instructor
- Results Summary:

Score	4	3	2	1	0
Percent (63 students)	22.2% 14	30.1% 19	25.3 % 16	17.4% 11	4.7% 3

- Analysis and Interpretation:
- Recommendations for Improvement:

**Course: Philo 33 Introduction to Symbolic Logic**

- SLO 2: Be able to distinguish between (a) unsupported assertions, and (b) claims based on evidence (arguments).
- Assessment Methods Used: Exam questions
- Rubric: none
- Results Summary:

Score	4	3	2	1	0
Percent (38 students)	15.7% 6	31.5% 12	18.4 % 7	18.4% 7	15.7% 6

- Analysis and Interpretation: This SLO is only explicitly assessed in the first exam. Historically students struggle in the first exam, perhaps because they are not used to the material or the style of the instructor. However, the skill is used throughout the semester and with practice, students demonstrate an improvement.
- Recommendations for Improvement: Since this skill requires the ability of close reading and analysis, perhaps requiring English 1A as a prerequisite might improve performance on this SLO.

**Course: Philo 37 Philosophy of Religion (**

- SLO 2: [Be able to understand and critically evaluate religious ideas. #](#)
- Assessment Methods Used: Exam questions \$
- Rubric: None provided by instructor \$
- Results Summary: \$

Score	4	3	2	1	0
Percent	56%	29%	3 %	6%	6%
(34 students)	19	10	1	2	2

- Analysis and Interpretation: Satisfactory grasp among most students of how philosophical tools can be used to evaluate religious issues
- Recommendations for Improvement: None provided by instructor

#### **Course: Relgs 1: Introduction to Religion**

- NA: all sections of this course were taught by adjunct faculty, who were not asked to assess

#### **Course: Relgs 2: Comparative Religions: Far East**

- NA: this course was taught by either adjunct or currently retired faculty who did not submit assessment results

#### **Course: Relgs 3: Comparative Religions: Near East**

- NA: this course was taught only by adjunct faculty, who were not required to assess

#### **Course: Hum 1**

- NA: this course was taught only by adjunct faculty, who were not required to assess

#### **Course: Hum 2**

- NA: this course was taught only by adjunct faculty, who were not required to assess

#### **Course: Hum 4 Humanities through the Arts**

- SLO 2: [Describe the influence of the arts in creating culture and defining the role of the individual in society.](#)
- Assessment Methods Used: Various papers: a paper that required students to research a museum piece or installation and the extent to which it was a functionalist reflection of its cultural context or the artist's values; a paper that required students to evaluate their own relationship to an art piece or specific piece of artistic media, including the extent to which the student found examples of Campbell's Hero's Journey displayed in the piece
- Rubric:

Use of course readings	Complete response to professor with sufficient details to demonstrate understanding of the subject matter	Well written response with minor errors	Not sufficiently demonstrating an understanding of the topic	Lack of understanding of the topic	Incomplete response to professor	None
Content of paper	Full Marks	Issues concerning details regarding course content	Problems with connecting paper to class AND problem with connecting self-analysis	Lack of connection to class and to self-analysis	Insufficient details for a formal paper	None
Formal writing style + originality	Well written paper in formal paper format + appropriate originality report score	Well written paper in formal paper format with minor errors OR problem with originality report score	Well written response with minor errors AND problem with originality report score	Errors with grammar/formal paper format AND/OR problem with originality report score AND/OR page requirement not fulfilled	Errors with grammar/formal paper format AND problem with originality report score AND page requirement not fulfilled	

• Results Summary: !

Score	4	3	2	1	0
Percent	41%	35%	19 %	2%	4%
(81 students)	33	28	15	2	3

- Analysis and Interpretation: Generally the results are good, but there were some major concerns with both originality of essays and papers submitted (plagiarism), and students demonstrating that they were able to connect their selected pieces to content and ideas discussed in class. Some students seem not to understand that aesthetics is NOT purely opinion, and so they failed to approach their selected pieces in a way that demonstrated critical analysis and understanding of social functionalist principles.
- Recommendations for Improvement: The students must know how to cite their sources better, and how to use quotation marks appropriately. Although students were provided with many web resources to understand MLA citation requirements, student were frequently not using

these resources, especially on the first paper. By the second paper, this problem had been improved. Therefore, we may want to consider including a “low stakes” assignment early in the semester that requires students to correctly cite sources. That way, students can learn, in the context of a low-stakes assignment, what they are doing incorrectly. The bigger problem is among those students who failed to provide adequate aesthetic and academic support to their reasoning in the paper. Students would benefit from basic instruction in what comprises an effective academic argument.

# Pasadena City College

## Annual Assessment Report

**Course number and title:** ART034A Crafts

**SLO number and text:** SLO #3 - Analyze and evaluate the objects produced utilizing the critique process.

**Assessment:** Verbal critique of projects in class, student self-assessment write-up, and grade sheet (rubric with additional comments). Students assessed at each project due date.

**Rubric:** (see attached rubric)

**Data:**

Score	4	3	2	1	0
Percentage (19 students)	3 15.8%	9 47.4%	2 10.5%	1 5.3%	4 21.1%

**Analysis and Interpretation:**

- 73.7% of the class scored adequate or higher while 26.3% of the class fell below the average score. Attendance and time management was a large factor in the success rate of students.
- Assessment through verbal critique, student self-assessment, and grade sheets are comprehensive assessment tools.

**Closing the Loop: (Reflections on previous Recommendations):**

- Instructor making the students aware of the project timeline, class-by-class, has helped improve the recent projects.

**Recommendations for Improvement:**

- Process:  
SLO, rubric, and assessment tools need no improvements.
- Results:  
Pedagogical improvements – Class-by-class awareness of the project timeline to help facilitate student time management (during and outside of class time) for project completion.  
Course content changes - Tighter project parameters.

**Resource Needs:**

- Student worker hours to maintain open lab schedule for students to continue working on their projects outside of class time.

# Pasadena City College

## Annual Assessment Report

**Course number and title:** ART036A/B/C Jewelry Fabrication and Casting

**SLO number and text:** SLO #3 - Analyze and evaluate the objects produced utilizing the critique process.

**Assessment:** Verbal critique of projects in class, student self-assessment write-up, and grade sheet (rubric with additional comments). Students assessed at each project due date.

**Rubric:** (see attached rubric)

**Data:**

Score	4	3	2	1	0
Percentage (40 students)	23 57.5%	9 22.5%	3 7.5%	1 2.5%	4 10%

**Analysis and Interpretation:**

- 82.5% of the class scored adequate or higher while 12.5% off the class fell below the average score. Attendance and time management was a large factor in the success rate of students.
- Assessment through verbal critique, student self-assessment, and grade sheets are comprehensive assessment tools.

**Closing the Loop: (Reflections on previous Recommendations):**

- Instructor making the students aware of the project timeline, class-by-class, has helped improve the recent projects.

**Recommendations for Improvement:**

- Process:  
SLO, rubric, and assessment tools need no improvements.
- Results:  
Pedagogical improvements – Class-by-class awareness of the project timeline to help facilitate student time management (during and outside of class time) for project completion.  
Course content changes - Tighter project parameters.

**Resource Needs:**

- Student worker hours to maintain open lab schedule for students to continue working on their projects outside of class time.
- Volunteers to help sell materials during class time so the instructor can have more time for individual student instruction.



# Pasadena City College

## Annual Assessment Report

**Course number and title:** ART135 Portfolio Development

**SLO number and text:** SLO # 2 Design and create jewelry and/or objects through the application of advanced metalsmithing techniques that further demonstrates his/her understanding of jewelry production.

**Assessment:** Individual project proposals, verbal critique of projects in class, student self-assessment write-up, grade sheet (rubric with additional comments).

**Rubric:** (see attached rubric)

### Data:

Score	4	3	2	1	0
Percentage (3 students)	0 0%	0 0%	0 0%	1 33.3%	2 66.7%

### Analysis and Interpretation:

- 0% of the class scored adequate or higher while 100% of the class fell below the average score. Portfolio Development is self-driven and relies on the student's ability to properly time manage and independently conceptualize their projects. There were assumptions made by the students about their previous instructor's deadline structure. They also lacked a foundation of the conceptual/ideation process.
- Assessment through verbal critique, student self-assessment, and grade sheets are comprehensive assessment tools.

### Closing the Loop: (Reflections on previous Recommendations):

- Instructor making the students aware of the project timeline and completing their project proposals early on has not helped with their outcomes.

### Recommendations for Improvement:

- Process:  
SLO, rubric, and assessment tools need no improvements.
- Results:  
Pedagogical improvements – Continued class-by-class awareness of the project timeline to help facilitate student time management (during and outside of class time) for project completion.  
Course content changes - Tighter project parameters.

### Resource Needs:

- Student worker hours to maintain open lab schedule for students to continue working on their projects outside of class time.
- Volunteers to help sell materials during class time so the instructor can have more time for individual student instruction.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Michael Cranfill

**Course:** Arch 010A

**CRN:** 70046

### **Student Learning Outcome (SLO) assessed:**

**SLO #3:** Develop a rigorous design process through critical iterative production.

### **Method of Assessment (describe assessment and attach rubric if available):**

This SLO relates to the 8 week project. The project is based on researching qualitative 'intensive' material properties thru an analysis of light gradients and form modulations in micro-photographic recordings of natural and man-made objects. Structural transformations are made by reorganization the original material on the basis quantitative 'extensive' changes in Ratio (dimension) and Rhythm (additive repetition). A feedback loop between two-dimensional and three-dimensional modeling is executed in a 'critical' iterative process to develop an understanding of both formal and spatial architectonic relationships.

The students are critiqued individually each class period and are evaluated at two week intervals in formal in-class pin-ups where the work of each student is evaluated relative to the work product of the other students. The students are also asked to critique each other during group pinups. The iterative, step by step variation in drawing and modeling exercises reveal the effectiveness of each presentation material and technique in communicating plastic ideas both to the student in terms of their own process and to the outside observer in terms of readable outcomes. The student is assessed on their ability to develop intelligence and recognize integral relationships between representation technique, design idea, and formal outcomes that result from an iterative design process. The project was graded on a 40 point scale.

**Total Students Assessed:** 20

### **Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	7	11	2	0	0

### **What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

1. Comprehensive presentation of the assignment, including: technical instruction, conceptual intent, and lecture/discussion of the historical framing within the larger culture as represented through architecture/ art practices, outcomes, and intents.
2. ! Lecture/discussion on the relationship between design process/methodology, technique, and intent.
3. Ideated and skills based Hands-on individual critique
4. Group pin-up discussion and student to student learning
5. Active on-line support with assignment descriptions, notifications, support material, and precedent examples of former student work product all posted on canvas.
6. ! Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** No students scored in this category.

**What suggestions would you recommend to help more students achieve success with this SLO?**  
Develop rubrics to encourage students to challenge themselves further; do independent research on examples mentioned in lecture and discussion, and develop greater critical thinking skills.

## FALL 2015 SLO Assessment Results Form

Instructor: \_\_\_Michelle Paul\_\_\_\_\_

Course: \_\_\_Arch 010B\_\_\_\_\_

CRN: \_\_\_70885\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

### Realization of fundamental architectural projects through timely, complete submissions of presentation materials.

Method of Assessment (describe assessment and attach rubric if available):

This is the assignment  
from Canvas:

On Friday you will present ALL the work related to your study house, compiled into a digital presentation. Please group the presentation into 1 file with multiple images in it, do not upload 'loose' images.

Your presentation should cover:

1. The basic information of the house - the background of the architect, year, place, and as much as you know about the client, why the house was built, and what the motives of the design were. Please include images of the house in real life.
2. Your diagrams on trace paper of your original analysis.
3. Your drawings of the plans, and any sections or elevations you have.
4. The photo sequence series of the model. I expect this will:
  - Show the sequence of the model either coming together or coming apart - aka make sure we understand the construction of the spaces.
  - Show all the levels present
  - Is photographed with nothing in the background, in a controlled manner so that the model is the only thing changing from frame to frame. This means the 'base' of the model and the camera both need to stay in exactly the same position from photo to photo.
  - Include study models if they are particularly important for your project
5. Please bring your study models if you intend to discuss how you changed the model from study to final model. Many of you did a lot of complex figuring of relationships that you should explain to the class.
6. Be prepared to speak! Don't just upload the photos and not think about what you will say to the group. Notes are a good thing.

You can now use photoshop, or annotated text in the images to help explain what we are looking at. This presentation is the culmination of all this work so please make sure it comes together as well as, or better than the rest of the work!

Total Students Assessed: 28

Summary Table of Assessment Results (indicate number of students scoring in each category) !

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	14	3	8	2	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

These students were following instructions at each step of the assignment. Many were challenging themselves to go above and beyond what would have made for “adequate” work. They are high achieving and held themselves to high standards for this work. Being clear with what was expected, and also what could allow them to “go beyond” was helpful for them to understand how to challenge themselves.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

These students generally were mentally checked out during the process. They either missed class a few times or were procrastinating early on and didn’t dive into the complexities of the assignment from the beginning. The assignment had many steps to it, and by the time they wrapped their head around how complex it was, it was too late for them to still meet adequate standards.

What suggestions would you recommend to help more students achieve success with this SLO?

I think that developing presentation skills – no matter what the content of the presentation, would be a good addition to the assignment. Students often lose confidence if they don’t feel their work was ‘top of the class’ work. When the work is presented to each other they see where they fall on the spectrum and can sometimes present worse because they lose confidence. Treating the presentation as its own grade (not tied to the work that is being presented) will help create opportunity. And quite frankly many of the students who created strong work, have a harder time with presentation and it will help them realize what they can improve upon.

## FALL 2015 SLO Assessment Results Form

Instructor: Gregory Zamora

Course: ARCH 011\_\_\_\_\_ CRN: 70149

Student Learning Outcome (SLO) assessed:

3. Distinguish the social, psychological, historical, environmental, technological and aesthetic influences on architectural production at a fundamental level.

Method of Assessment (describe assessment and attach rubric if available): \*

Students are asked to write essays about the topics covered in class through lecture, office visits, and readings. These essays range from writing about contemporary architecture to looking at the profession. Students are also asked to examine a contemporary architectural project as a group this is presented in class. \*

Contemporary Project Rubric \*

Background Research - how thorough was the project researched - 25 pts

Drawing/Sketch Quality - Quality of found images and images created to represent the project - 25 pts

Project Analysis - How in-depth was the analysis of the project - 30 pts

Project Explanation - How much of the above information is relayed through the in class presentation - 10 pts

Presentations Layout - Graphic quality of the presentation. Was time taken to prepare or is it thrown together - 10 pts

Total Points: 100

Essay 1 Rubric

Description of projects presented - Were the projects analyzed in the essay thoroughly researched - 10

Analysis of Project - Where rational arguments, beyond aesthetics, presented - 20

Use of observations learned from readings - Are the concepts in the assigned readings being presented in the paper - 15

Quality of Writing - Grammar, Punctuation, Formatting, Citing - 5

Total Points: 50

Total Students Assessed: 28\_\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	11	5	7	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

Both in class discussions and site visits are piquing the interest of the students that are already involved in or leaning toward the architectural profession. Giving them new ideas and information helps further their understanding of architecture

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Many of these students are not turning in their work. These students are not engaged in the class. This may

be that I have structured the class to have mostly architectural history up front and the more interesting stuff toward the later have of the semester.

What suggestions would you recommend to help more students achieve success with this SLO?

Participate in the in class lectures and discussions. Architecture is a hard profession to take a "survey." Students must commit to learning new ways of thinking and discussing things in the environment around them.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Natasha Bajc

**Course:** Arch A012A **CRN:** 70050

### Student Learning Outcome (SLO) assessed:

#### SLO #1:

- Demonstrate basic conceptual understanding of integrated and unique aspects of mechanical and digital representation through drawing exercises.
- Apply basic conventional drafting techniques and methods in the investigation of representational studies.
- Structure and manage fundamental information in a basic architectural drawing.

#### Method of Assessment (describe assessment and attach rubric if available):

This SLO relates to the 3 week project. The project consisted of developing understanding of spatial representation by reviewing and analyzing physical space of the classroom, determining measurement taking strategies for large physical spaces and assessing architectural representation thru two different mediums: technical drafting using may liner and acad computer drawing.

The students work in the teams of 3 to measure the space, one person taking the notes and 2 people getting the physical measurement. Students sketched the space prior to star of the exercise, and adjusted the sketch for the level of detail required. Collectively thru a class discussion, concept of the scale was introduced and mathematic behind the relationships of represented dimension vs physical dimension examined. Technique of manual drafting was introduces and practiced, including line weights in manual drafting and dimension line positioning and lettering. Drafted drawing was a background information for the formulation of an acad dwg file, where layers, line types, scale, model space, airspace and x-ref title block were practiced.

Method of assessment:

1. ! understanding of task at hand and engagement and inventiveness in formulating the strategies.
2. ! care, neatness, precision and cleanliness of the manual technical drawing.
3. ! correctness, details and completion of and acad drawing

**Total Students Assessed:** 20

#### Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	6	14	0	0	0

#### What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

1. ! elements of the gamification in the structure of the task, posinng a problem and asking for suggestions instead of offering solution, forcing students to use imagination and problem solving and a group activity that got all of students engaged allowing them to build on each others ideas..



2. ( Ideated and skills based Hands-on individual critique.
3. ( Group discussion and student to student learning.
4. ( Active on-line support with assignment descriptions, notifications, support material, and precedent examples of former student work product all posted on canvas.
5. ( Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

For this assignment there were no student scoring poorly, some have had a late submission due to illness.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Develop rubrics to encourage students to challenge themselves further; assist them in finding resources that would encourage individual pace of learning, with emphasis on deepening the learning independently and permanently as technology evolves.

## FALL 2015 SLO Assessment Results Form

Instructor: Gregory Zamora

Course: ARCH 012B\_\_\_\_\_ CRN: 71547

Student Learning Outcome (SLO) assessed:

3. Structure and manage more complex information into an organized drawing.

Method of Assessment (describe assessment and attach rubric if available): \*

During each project for ARCH 012B students are asked to create presentations boards for their individual projects. These boards are reviewed in class and students are given feedback to make improvements. The final turned in presentation board is graded. That is where this assessment comes in. Each student is graded on drawing layout, proportional relationship of information, use of an established order (e.g., grid structure). Drawings are also graded on clarity, legibility, use of lineweights. \*

Total Students Assessed: 27\_\_\_\_\_ \*

Summary Table of Assessment Results (indicate number of students scoring in each category) \*

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	11	5	7	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

A combination of successful mastery of basic skills taught in the previous course, ARCH 012A, and of the multiple reviews of student's work, as a group, along the development of the project. Each student is given specific feedback on their board, but they also get to see what others are doing well. Examples are shown in class, but students seem to have trouble connecting from examples to their presentation boards.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Students have various levels of understanding in drawing creation, drawing layout fundamentals, and architectural rendering. These foundational concepts are not covered in-depth in this advanced class, but are only briefly mentioned. This leaves some students behind; those students require extra time and attention that isn't always available.

What suggestions would you recommend to help more students achieve success with this SLO?

There are two simple suggestions to help students improve. First, students should be looking to examples out in the professional world for layout and drawing inspiration. Finding an architect or firm that makes drawings in a style the student can relate to. Then, take that inspiration as a driver for drawing creation. Archinect, Archdaily, Architizer, Architectural Record are all good sources. Second is asking other, especially more senior students, to give them a quick critique on their drawings and presentations.

Students always have trouble using their time in class wisely. Some students underestimate the amount of time needed to create drawings and make presentation layouts and don't use in class lab time to ask

questions or do not come to class prepared. These students often are struggling to complete the assignment on time. This is part of the development as a professional and cannot be fixed through anything but experience.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Michael Cranfill

**Course:** Arch 020A

**CRN:** 70051

### **Student Learning Outcome (SLO) assessed:**

**SLO #1:** Development of advanced levels of qualitative and quantitative research methods through diagramming of the physical, economic, social, cultural and environmental constraints of a given site, as they relate to a Bi-Nuclear Concept.

### **Method of Assessment (describe assessment and attach rubric if available):**

This SLO relates to the 4 week project. The project is a quantitative and qualitative research and analysis problem utilizing the methodology of diagramming physical, economic, social, cultural and environmental constraints. The assigned focus was on a specific site within the community and two appropriate building precedents whose formal generators were substantially developed from qualitative 'intensive' properties and quantitative 'extensive' properties of their specific site. The Bi-Nuclear concept of 'publicity,' public character, and "privacy" provided the framework for criticality. A feedback loop between diagrammatic analysis of a specific site and diagrammatic analysis of building precedents' relationship to site is executed in a 'critical' iterative process to develop intelligence that can be translated to design related intention and outcomes.

The students are critiqued individually each class period and are evaluated at two week intervals in formal in-class pin-ups where the work of each student is evaluated relative to the work product of the other students. The students are also asked to critique each other during group pinups. Both hands-on site visit based research and scholarly information based research are developed into formal graphic and textual presentation diagrams that are executed with computer software and developed as a publication level research booklet. The work is evaluated for:

1. Clarity in visual and textual communication of research and analysis intents
2. Advanced critical thinking and demonstrated intelligence in analytic/diagrammatic methodology and the production and communication of meaning.

The project was graded on a 20 point scale. !

**Total Students Assessed:** 16

### **Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	9	7	0	0	0

### **What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

1. Comprehensive presentation of the assignment, including: conceptual intent, lecture/discussion of the historical framing within the larger physical, economic, social, cultural and environmental contexts as well as their representation through architecture practices, outcomes, and intents. !
2. Lecture/discussion on the relationship of research and analytic methodology, meaning, and intent.
3. Ideated and skills based Hands-on individual critique.
4. Group pin-up discussion and student to student learning.

5. ) Active on-line support with assignment descriptions, notifications, support material, and precedent examples of former student work product all posted on canvas.
6. ) Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** No students scored in this category

**What suggestions would you recommend to help more students achieve success with this SLO?**  
Develop rubrics to encourage students to challenge themselves further; do independent research on examples mentioned in lecture and discussion, and develop greater critical thinking skills.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Michael Cranfill

**Course:** Arch 020B

**CRN:** 70052

### **Student Learning Outcome (SLO) assessed:**

**SLO #1:** Development of complex and comprehensive levels of qualitative and quantitative research methods through diagramming of physical, economic, social, cultural and environmental constraints of a given site, as they relate to a Bi-Nuclear Concept.

### **Method of Assessment (describe assessment and attach rubric if available):**

This SLO relates to the 4 week project. The project is a quantitative and qualitative research and analysis problem utilizing the methodology of diagramming physical, economic, social, cultural and environmental constraints. The assigned focus was on a specific site within the community and two appropriate building precedents whose formal generators were substantially developed from qualitative 'intensive' properties and quantitative 'extensive' properties of their specific site. The Bi-Nuclear concept of 'publicity,' public character, and "privacy" provided the framework for criticality. A feedback loop between diagrammatic analysis of a specific site and diagrammatic analysis of building precedents' relationship to site is executed in a 'critical' iterative process to develop intelligence that can be translated to design related intention and outcomes.

The students are critiqued individually each class period and are evaluated at two week intervals in formal in-class pin-ups where the work of each student is evaluated relative to the work product of the other students. The students are also asked to critique each other during group pinups. Both hands-on site visit based research and scholarly information based research are developed into formal graphic and textual presentation diagrams that are executed with computer software and developed as a publication level research booklet. The work is evaluated for:

1. Clarity in visual and textual communication of research and analysis intents
2. Complex and comprehensive critical thinking and demonstrated intelligence in analytic/diagrammatic methodology and the production and communication of meaning.

The project was graded on a 20 point scale. !

**Total Students Assessed:** 18

### **Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	11	6	0	0	1

### **What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

1. Comprehensive presentation of the assignment, including: conceptual intent, lecture/discussion of the historical framing within the larger physical, economic, social, cultural and environmental contexts as well as their representation through architecture practices, outcomes, and intents. !
2. ! Lecture/discussion on the relationship of research and analytic methodology, meaning, and intent.
3. ! Ideated and skills based Hands-on individual critique.
4. ! Group pin-up discussion and student to student learning.
5. ! Active on-line support with assignment descriptions, notifications, support material, and precedent examples of former student work product all posted on canvas.

6. \* Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** One Student did not turn in the work product due to illness.

**What suggestions would you recommend to help more students achieve success with this SLO?**  
Develop rubrics to encourage students to challenge themselves further; do independent research on examples mentioned in lecture and discussion, and develop greater critical thinking skills.

## FALL 2015 SLO Assessment Results Form

Instructor: \_\_\_Michelle Paul\_\_\_\_\_

Course: \_\_\_Arch 024A\_\_\_\_\_

CRN: \_\_\_70053\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

Identify historical architectural examples from Prehistory to the end of the Medieval period according to contextual conditions.
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Method of Assessment (describe assessment and attach rubric if available):

Midterm Exam: The test was a "Slide ID" test that we prepared a study guide for during class time. They were given approximately 15 projects to study and 8 appeared on the test. The format of the test was an identifiable image of a building (which they knew from the study guide), with space to list the: 1. name 2. date 3. location 4. architect and then at least 4 "points of significance". We went over what qualifies as a point of significance during class. These are significant facts i.e. "The height of the dome was 42' tall on the interior" or things that anchor this project to the context in time and space. i.e. "This project contained the first corbelled dome in ancient Greece", etc.

Total Students Assessed: \_\_\_28\_\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	21	4	4	3	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

These students studied. I made it clear what the test would cover, and they paid attention in class generally, and review days when we made the study guide... they also then went home and studied this information.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

These students either didn't attend enough class, didn't pay attention in class, didn't study at all or enough, or don't naturally do well enough with this format of testing.

What suggestions would you recommend to help more students achieve success with this SLO?

I think that many students achieved with this SLO. I could focus more on the "contextual" portion of the SLO and add an essay question, or a few short essays to this test. (I typically do this only at the final, but with this group I could have done so at midterm because the bulk of them got A's on the test.) These essays allow a different skill set to be assessed. By asking essays about comparing two of the projects on the study



guide list, I get to see which students are merely memorizing facts on a list, and the ones who are able to connect the dots and draw conclusions between time periods and places. In retrospect, that should be what deserves an A grade on the test, not merely studying the study guide, but being able to go one step further and draw your own conclusions. I can weight the final slightly heavier this semester to account for the fact that the midterm may not have been challenging enough for this particular group of students.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Michael Cranfill

**Course:** Arch 024B

**CRN:** 70156

**Student Learning Outcome (SLO) assessed:** \$

**SLO #1:** Identify historical architectural examples from the Renaissance to Contemporary period according to contextual conditions. !

**Method of Assessment (describe assessment and attach rubric if available):**

This SLO relates to two assignment structures. An 8 week essay assignment given twice a semester and a slide identification quiz given every 4 weeks. The 2400 word comparison/contrast analysis essay looks at the 'central themes' of selected architectural periods in relationship to context, culture, ideas, and architectural expression of these meanings. Architectural examples from each of the periods selected are cited and discussed. The quarterly slide identification quiz requires students to correctly identify historical architectural examples by demonstrating an understanding of the contextual conditions that influence the specific formal characteristics of a particular work of architecture from the Renaissance to Contemporary period.

The student is assessed on;

1. ! Their ability to develop intelligence and critical thinking skills from the lecture/discussion based format of the class and through research based learning in reading assignments, and mid/final term paper assignments.
2. Recognition of the integral relationship between contextual conditions and the development of ideated design theory, formal language, architectonic constructive expression and method, and period development.

The quizzes are graded on a 10 point scale each, for a total of 40 points. The Essays are graded on a 30 point scale each, for a total of 60 points.

**Total Students Assessed:** 38

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	34	2	1	0	1

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

1. Comprehensive, engaging, and intelligent lecture delivery of the course content in an open 'question and discussion' interactive based format.
2. Continually developed and refined power point materials with extensive visual and textual content.
3. Comprehensive presentation of the assignment's conceptual intent and technical structure delivered to the student thru lecture format in class, thru detailed written format within the syllabus, and thru active on-line support with assignment descriptions and notifications, example papers and quizzes, and lecture power points all posted on canvas.
4. ! Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.
5. Peer to peer learning through in class discussion.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** There was only one developing or inadequate student. This low number indicates a lack good study habits, personal motivation, or interest in the subject.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Develop rubrics to encourage students to challenge themselves further; do independent research on examples mentioned in lecture and discussion, and develop greater critical thinking skills.

## FALL 2015 SLO Assessment Results Form

**Instructor:** Michael Cranfill

**Course:** Arch 024B

**CRN:** 70997

**Student Learning Outcome (SLO) assessed:** \$

**SLO #1:** Identify historical architectural examples from the Renaissance to Contemporary period according to contextual conditions. !

**Method of Assessment (describe assessment and attach rubric if available):**

This SLO relates to two assignment structures. An 8 week essay assignment given twice a semester and a slide identification quiz given every 4 weeks. The 2400 word comparison/contrast analysis essay looks at the 'central themes' of selected architectural periods in relationship to context, culture, ideas, and architectural expression of these meanings. Architectural examples from each of the periods selected are cited and discussed. The quarterly slide identification quiz requires students to correctly identify historical architectural examples by demonstrating an understanding of the contextual conditions that influence the specific formal characteristics of a particular work of architecture from the Renaissance to Contemporary period.

The student is assessed on;

1. ! Their ability to develop intelligence and critical thinking skills from the lecture/discussion based format of the class and through research based learning in reading assignments, and mid/final term paper assignments.
2. Recognition of the integral relationship between contextual conditions and the development of ideated design theory, formal language, architectonic constructive expression and method, and period development.

The quizzes are graded on a 10 point scale each, for a total of 40 points. The Essays are graded on a 30 point scale each, for a total of 60 points.

**Total Students Assessed:** 36

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	27	3	3	1	2

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

1. Comprehensive, engaging, and intelligent lecture delivery of the course content in an open 'question and discussion' interactive based format.
2. Continually developed and refined power point materials with extensive visual and textual content.
3. Comprehensive presentation of the assignment's conceptual intent and technical structure delivered to the student thru lecture format in class, thru detailed written format within the syllabus, and thru active on-line support with assignment descriptions and notifications, example papers and quizzes, and lecture power points all posted on canvas.
4. ! Syllabus content, structure, and semester schedule with clear specifically referenced lecture content, dates, and assignment deadlines.
5. Peer to peer learning through in class discussion.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** The very small number of developing and inadequate students in ratio to mastery and accomplished students shows a high level of engagement by the students in this course and there is reasonable statistical expectation of some small number of students who Lack good study habits, personal motivation, or interest in the subject.

**What suggestions would you recommend to help more students achieve success with this SLO?** Develop rubrics to encourage students to challenge themselves further; do independent research on examples mentioned in lecture and discussion, and develop greater critical thinking skills.

**Course number and title: ART 23A INTAGLIO/RELIEF PRINTMAKING**

Stanley Baden

Spring 2015

**SLO number and text:**

1. SLO # 2. Recognize historical and contemporary reasons for making original two-dimensional works of art in multiple.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent	0%	52.1%	47.8%	0%	0%
(23 students)	0	12	11	0	0

**Analysis and Interpretation**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students are formally assessed twice during the semester and informally twice a week. Although there aren't any prerequisites to take a printmaking course, as students usually take printmaking their second year at PCC after they have taken design and drawing. Generally, students that enroll in a printmaking course are already aware of the amount of work expected and what the course work would be. Consequently the results are deemed reliable, valid and satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations on assessments for improvement were to restore supervised lab times, return funding of materials and upgrade equipment have not happened at this time. The recommended adding of a Printmaking Foundations course hasn't been added to the schedule, though it has been approved of by the Curriculum and Instruction Committee and has been granted transfer credit status by the California State University and University of California Systems.

**Recommendations for Improvement:**

Dramatically increase the use and funding of Lab Technicians in order to allow for increased Lab times and individual assistance to students on the completion of their projects.

**Resource Needs:**

Replace non-operational exposure unit that is utilized in all printmaking sections allowing students to access digital and photographic methods. Replace aging lithography and intaglio presses. Carry through with lab upgrades (including smart classroom technologies to access instructional resources off the internet) from Measure P funding.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 23B LITHOGRAPHY PRINTMAKING**

Stanley Baden

Fall 2014

**SLO number and text:**

1. Utilize the particular properties of the Lithograph medium in the conception and execution of original works of art.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent (9 students)	44.4% 4	55.5% 5	0 %	0%	0%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Students that readily have success generally have already taken some art classes at PCC or another institution. Students new to the Printmaking processes usually gain confidence and expertise around mid-term.

**Closing the Loop (Reflections on previous Recommendations):**

A Foundation Printmaking survey course is in process of approval. That class would give students a better idea of the possibilities of concepts and execution strategies.

**Recommendations for Improvement:**

More supervised open lab times and teaching assistants so students new to Printmaking show signs of success sooner. Restore the funding for class supplies.

**Resource Needs:**

Replace aging equipment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 23B LITHOGRAPHY PRINTMAKING**

Stanley Baden

Spring 2015

**SLO number and text:**

1. SLO # 2. Recognize historical and contemporary reasons for making original two-dimensional works of art in multiple.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent	0%	33.3%	55.5%	11.1%	0%
(9 students)	0	3	5	1	0

**Analysis and Interpretation**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students are formally assessed twice during the semester and informally twice a week. Although there aren't any prerequisites to take a printmaking course, as students usually take printmaking their second year at PCC after they have taken design and drawing. Generally, students that enroll in a printmaking course are already aware of the amount of work expected and what the course work would be. Consequently the results are deemed reliable, valid and satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations on assessments for improvement were to restore supervised lab times, return funding of materials and upgrade equipment have not happened at this time. The recommended adding of a Printmaking Foundations course hasn't been added to the schedule, though it has been approved of by the Curriculum and Instruction Committee and has been granted transfer credit status by the California State University and University of California Systems.

**Recommendations for Improvement:**

Dramatically increase the use and funding of Lab Technicians in order to allow for increased Lab times and individual assistance to students on the completion of their projects.

**Resource Needs:**

Replace non-operational exposure unit that is utilized in all printmaking sections allowing students to access digital and photographic methods. Replace aging lithography and intaglio presses. Carry through with lab upgrades (including smart classroom technologies to access instructional resources off the internet) from Measure P funding.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 23C MONOTYPE PRINTMAKING**

Stanley Baden

Fall 2014

**SLO number and text:**

1. Utilize the particular properties of the Monotype medium in the conception and execution of original works of art.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent	66.6%	0%	33.3 %	0%	0%
(4 students)	2	0	2	0	

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students that readily have success generally have already taken some art classes at PCC or another institution. Students new to the Printmaking processes usually gain confidence and expertise around mid-term.

**Closing the Loop (Reflections on previous Recommendations):**

A Foundation Printmaking survey course is in process of approval. That class would give students a better idea of the possibilities of concepts and execution strategies.

**Recommendations for Improvement:**

More supervised open lab times and teaching assistants so students new to Printmaking show signs of success sooner. Restore the funding for class supplies.

**Resource Needs:**

Replace aging equipment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 23C MONOTYPE PRINTMAKING**

Stanley Baden  
Spring 2015

**SLO number and text:**

1. SLO # 2. Recognize historical and contemporary reasons for making original two-dimensional works of art in multiple.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent	75%	12.5%	12.5%	0%	0%
(8 students)	6	1	1	0	0

**Analysis and Interpretation**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students are formally assessed twice during the semester and informally twice a week. Although there aren't any prerequisites to take a printmaking course, as students usually take printmaking their second year at PCC after they have taken design and drawing. Generally, students that enroll in a printmaking course are already aware of the amount of work expected and what the course work would be. Consequently the results are deemed reliable, valid and satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations on assessments for improvement were to restore supervised lab times, return funding of materials and upgrade equipment have not happened at this time. The recommended adding of a Printmaking Foundations course hasn't been added to the schedule, though it has been approved of by the Curriculum and Instruction Committee and has been granted transfer credit status by the California State University and University of California Systems.

**Recommendations for Improvement:**

Dramatically increase the use and funding of Lab Technicians in order to allow for increased Lab times and individual assistance to students on the completion of their projects.

**Resource Needs:**

Replace non-operational exposure unit that is utilized in all printmaking sections allowing students to access digital and photographic methods. Replace aging lithography and intaglio presses. Carry through with lab upgrades (including smart classroom technologies to access instructional resources off the internet) from Measure P funding.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 24 SILKSCREEN PRINTMAKING**

Stanley Baden

Fall 2014

**SLO number and text:**

1. Utilize the particular properties of the Silkscreen medium in the conception and execution of original works of art.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent (18 students)	11.1% 2	50% 9	38.8 % 7	0% 0	0%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Students that readily have success generally have already taken some art classes at PCC or another institution. Students new to the Printmaking processes usually gain confidence and expertise around mid-term.

**Closing the Loop (Reflections on previous Recommendations):**

A Foundation Printmaking survey course is in process of approval. That class would give students a better idea of the possibilities of concepts and execution strategies.

**Recommendations for Improvement:**

More supervised open lab times and teaching assistants so students new to Printmaking show signs of success sooner. Restore the funding for class supplies.

**Resource Needs:**

Replace aging equipment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 24 SILKSCREEN PRINTMAKING**

Stanley Baden

Fall 2014

**SLO number and text:**

1. Utilize the particular properties of the Silkscreen medium in the conception and execution of original works of art.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent (18 students)	11.1% 2	50% 9	38.8 % 7	0% 0	0%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students that readily have success generally have already taken some art classes at PCC or another institution. Students new to the Printmaking processes usually gain confidence and expertise around mid-term.

**Closing the Loop (Reflections on previous Recommendations):**

A Foundation Printmaking survey course is in process of approval. That class would give students a better idea of the possibilities of concepts and execution strategies.

**Recommendations for Improvement:**

More supervised open lab times and teaching assistants so students new to Printmaking show signs of success sooner. Restore the funding for class supplies.

**Resource Needs:**

Replace aging equipment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ART 24 SILKSCREEN PRINTMAKING**

Stanley Baden  
Spring 2015

**SLO number and text:**

1. SLO # 2. Recognize historical and contemporary reasons for making original two-dimensional works of art in multiple.

**Assessment\*:**

Assessment was through a mid-term critique/presentation. In their presentations students explained their motivations and logic in creating the works they produced in the class throughout the semester. Student performance was generally good with a number of students performing exceptionally well. Having an increased lab tech presence and considerably more supervised and open lab time could achieve greater overall improvement.

**Rubric:**

0 – **INADEQUATE:** No recognition between a works made using multiple capable media to a singular work on paper. Doesn't do any strategic preliminary planning.

1 – **DEVELOPING:** Understands correct and reverse reading. Planning what the print could look like at completion.

2 – **ADEQUATE:** Expanded vocabulary in the use of tools and mark making. Can ink and print a matrix.

3 – **ACCOMPLISHED:** Printed works are fairly clean and inked consistently from print to print. Content is apparent and related to the print medium.

4 – **MASTERY:** Prints are fairly clean and inked consistent throughout the edition. Prints are signed, numbered and dated.

**Data\*:**

Score	4	3	2	1	0
Percent (22 students)	31.8% 7	18.1% 4	18.1 % 4	0% 0	0%

**Analysis and Interpretation**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students are formally assessed twice during the semester and informally twice a week. Although there aren't any prerequisites to take a printmaking course, as students usually take printmaking their second year at PCC after they have taken design and drawing. Generally, students that enroll in a printmaking course are already aware of the amount of work expected and what the course work would be. Consequently the results are deemed reliable, valid and satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations on assessments for improvement were to restore supervised lab times, return funding of materials and upgrade equipment have not happened at this time. The recommended adding of a Printmaking Foundations course hasn't been added to the schedule, though it has been approved of by the Curriculum and Instruction Committee and has been granted transfer credit status by the California State University and University of California Systems.

**Recommendations for Improvement:**

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**Resource Needs:**

Replace non-operational exposure unit that is utilized in all printmaking sections allowing students to access digital and photographic methods. Replace aging lithography and intaglio presses. Carry through with lab upgrades (including smart classroom technologies to access instructional resources off the internet) from Measure P funding.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Pasadena City College  
ART34A: Crafts  
Project 3: SELF  
Fall 2015

“Many a book is like a key to unknown chambers within the castle of one’s own self.”

— Franz Kafka

The final project will introduce you to working with non-ferrous sheet metal.

second crafts project will introduce you to the material of wood. In contrast to glass, wood is a soft material that be carved by hand. This project will introduce you to the oldest style of woodworking that utilizes chisels and knives. You will also learn how to use the bandsaw/scroll saw but this is the ONLY power equipment you will be allowed to use (no table saws, sanders, dremels, etc).

Your task:

To make a brass box with embossing and a hinge that represents the exterior you. Inside will be 5 objects cut from thicker sheet copper to represent the inner you (significance of your life).

-First you must research traditional spoons from your own ethnic background. This can be from one or many cultural sources. Print out examples or bring in books.

-Thumbnail sketches and then drawing to SCALE on graph paper.

-Foam model

-Designing your spoon: Designs need to be of your own creation, perhaps looking at existing traditional spoons but redesigning it to also reflect your own artistic sensibilities.

Order of Operation:

-Homework: Research and design.

-Designs to scale

-Practice sawing

-Filing and Sanding: various grits, start lower number (rougher) to higher number (finer).

-Patination (liver of sulfur)

Tools & Materials:

-Brass sheet metal, 18 ga copper sheet metal

-sawblades

-sandpaper

-drill bits

100 point project

**Project due: December 9, 2015**

Finals day: Monday, December 14 from 1-3pm

## Project Timeline

Safety first!

11/16	Introduce final project Paper models Demos: Pattern, cutting metal, embossing samples
11/18	Due: Sketches and patterns Demos: Hinges and folding, Jeweler's saw: Sawing, Drilling, Piercing
11/23	Demo: Filing, Sanding Work
11/25	Demo: Patination Work
11/26-28	Thanksgiving break: No Classes
11/30	Work
12/2	Work
12/7	Work
12/9	Projects due

**ART036A: Project 2 (Earrings)**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Design and Composition	15	_____
Use of materials/problem solving	15	_____

**Craftsmanship** {refinement and execution}

Sawing/Piercing/Filing/Sanding	10	_____
Surfaces & Forming of wire/sheet	10	_____
Silver soldering/clean-up	10	_____
Finishing/Patination	10	_____

**Technical Goals** {skills and techniques required}

Sawing/Piercing/Filing/Sanding	5	_____
Silver soldering/sample	5	_____
Surfaces/Forming	5	_____
Finishing/Patination	5	_____
Solder samples	5	_____
Papermodel	5	_____
Total	100	_____

[The above criteria used to determine your grade are relative to the completion of the project]

Comments

**ART036A: Project 2 (Earrings)**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Design and Composition	15	_____
Use of materials/problem solving	15	_____

**Craftsmanship** {refinement and execution}

Sawing/Piercing/Filing/Sanding	10	_____
Surfaces & Forming of wire/sheet	10	_____
Silver soldering/clean-up	10	_____
Finishing/Patination	10	_____

**Technical Goals** {skills and techniques required}

Sawing/Piercing/Filing/Sanding	5	_____
Silver soldering/sample	5	_____
Surfaces/Forming	5	_____
Finishing/Patination	5	_____
Solder samples	5	_____
Papermodel	5	_____
Total	100	_____

[The above criteria used to determine your grade are relative to the completion of the project]

Comments



**ART036B**  
**Project #2:Kinetics**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	10	_____
Design/Composition	10	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Ring band/components	15	_____
Soldering/connections	15	_____
Sawing, filing/sanding	10	_____
Finishing: Patina/Polish	10	_____

**Technical Goals** {skills and techniques required}

Kinetics/Connections	5	_____
Ring band	5	_____
Soldering, sawing, filing, sanding	5	_____
Finishing: Patina/Polish	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]

**ART036B**  
**Project #2:Kinetics**  
**Fall 2015**

---

**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	10	_____
Design/Composition	10	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Ring band/components	15	_____
Soldering/connections	15	_____
Sawing, filing/sanding	10	_____
Finishing: Patina/Polish	10	_____

**Technical Goals** {skills and techniques required}

Extruscan chain	5	_____
Connections/focal Elements	5	_____
Soldering, sawing, filing, sanding	5	_____
Finishing: Patina/Polish	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]



**ART036C**  
**Project #2: Narratives**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	10	_____
Design/Composition	10	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Wax Work (sculpt/carve)	10	_____
Moldmaking and manipulation	10	_____
Clean-Up: sawing/Filing/Sanding	10	_____
Finishing: Patina/Polish	10	_____
Necklace/connections	10	_____

**Technical Goals** {skills and techniques required}

Wax Working/Sprues	5	_____
Investing/Casting	5	_____
Clean-Up: sawing/Filing/Sanding	5	_____
Finishing: Patina/Polish	5	_____
Necklace/connections	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]

**ART036C**  
**Project #2: Narratives**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	10	_____
Design/Composition	10	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Wax Work (sculpt/carve)	10	_____
Moldmaking and manipulation	10	_____
Clean-Up: sawing/Filing/Sanding	10	_____
Finishing: Patina/Polish	10	_____
Necklace/connections	10	_____

**Technical Goals** {skills and techniques required}

Wax Working/Sprues	5	_____
Investing/Casting	5	_____
Clean-Up: sawing/Filing/Sanding	5	_____
Finishing: Patina/Polish	5	_____
Necklace/connections	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]

**ART135**  
**Project 2: Cloisonne with setting**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	15	_____
Design/Composition	15	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Cloisonne enameling	10	_____
Settings/Connections/Transitions	10	_____
Clean-Up: Sawing/Filing/Sanding	10	_____
Finishing: Patina/Polish	10	_____

**Technical Goals** {skills and techniques required}

Cloisonne enameling	5	_____
Settings/Connections/Transitions	5	_____
Clean-Up: Sawing/Filing/Sanding	5	_____
Finishing: Patina/Polish	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]

**ART135**  
**Project 2: Cloisonne with setting**  
**Fall 2015**

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**Creativity** {aesthetic and conceptual}

Idea/Inspiration/Sketches	15	_____
Design/Composition	15	_____
Use of materials/problem solving	10	_____

**Craftsmanship** {refinement and execution}

Cloisonne enameling	10	_____
Settings/Connections/Transitions	10	_____
Clean-Up: Sawing/Filing/Sanding	10	_____
Finishing: Patina/Polish	10	_____

**Technical Goals** {skills and techniques required}

Cloisonne enameling	5	_____
Settings/Connections/Transitions	5	_____
Clean-Up: Sawing/Filing/Sanding	5	_____
Finishing: Patina/Polish	5	_____

Total 100 \_\_\_\_\_

[The above criteria used to determine your grade  
are relative to the completion of the project]

The following courses were assessed in Elumen for school year Fall 2014 and Spring 2015:

For fall semester, it was requested that Student Learning Outcomes **#1 and #5** were to be assessed. For spring semester SLO **#2 and #4** were assessed because no SLO# 6 exists for my courses at this time.

**AJ 10- INTRODUCTION TO THE ADMINISTRATION OF JUSTICE CRN 0034 (Fall 2014)**

**SLO#1-DEMONSTRATE COGNITIVE KNOWLEDGE OF THE THREE PRICIPAL COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM.**

**ASSESSMENT:** This SLO was assessed by examination and by assigning each student the task of researching the agency of his or her choice and to prepare an application, personal resume and the answer to a typical oral board question. Students were graded on their completed applications for employment.

Total Students Assessed: 37

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>15- 41%</b>	<b>14-39%</b>	<b>7- 19%</b>	<b>1- 2%</b>	<b>0</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The most helpful areas of instruction for those 80% students who scored in the Mastery and Accomplished levels was class room lecture supported by DVD presentations covering the specified areas of the SLO. The textbook that I have chosen is also excellent and easy reading for the students. What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The 2% of students who scored poorly appear to be those who have poor reading and writing scores upon entering this class at the college level. Many fail to turn in assignments or are simply absent from key lectures on the SLO. Students are given the material covered in the SLO in the book and by power point presentation in the class room. Those who did poorly are not reading the book and are not taking notes in class when the SLO is discussed. I attribute this to poor reading and writing skills coming from their high school experience

What suggestions would you recommend to help more students achieve success with this SLO?

I recommend that those students who are not performing at the Accomplished or Mastery Rubrics be tested in essential reading, writing and critical thinking skills before entering the first year programs of AJ 10 and AJ 12. These programs require these skills for students to be successful. I periodically have students read questions aloud in class and to submit samples of writing. I find that students who perform poorly in these areas also perform poorly on the SLO. I would also recommend that English 100 be offered as a co-requisite to AJ 10 and AJ 12 in the first year.

**SLO#5 - EXPLAIN COMMUNITY POLICING IN THEORY AND ITS EFFECTS ON THE COMMUNITY WHEN UTILIZED BY POLICE ORGANIZATIONS**

**ASSESSMENT:** This SLO was assessed through DVD presentation, lectures on materials provided by Community Policing author Robert C. Trojanowicz, Director of the Michigan State University Community Policing Institute. The assessment was done through written examination, consisting of multiple choice questions and short answer questions.

Total Students Assessed: 37

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>18- 49%</b>	<b>13- 35%</b>	<b>4- 11%</b>	<b>0</b>	<b>1</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery level)

**Those 84% of students who scored in the Mastery and Accomplished Rubrics (84%) were supported by clear instructive DVD presentations on the subject of Community Policing, along with class room lecture. The textbook I have chosen for the class is excellent in its presentation of the subject matter for those students who choose to purchase it.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The one student who performed in the Inadequate Rubric dropped the class. Another problem that I have identified is those students who are performing poorly often have not purchased the required textbook.**

What suggestions would you recommend to help more students achieve success with this SLO?

**Although performance on this particular SLO was quite good, I still believe that students in the first year should be given testing before entering the Administration of Justice discipline. The testing should be in the areas of basic reading and writing skills. I would also recommend that consideration be given to having English IA or English 100 given as a co requisite to AJ 10 and AJ 12.**

**AJ 10- INTRODUCTION TO THE ADMINISTRATION OF JUSTICE CRN- 1038**

**(Fall 2014)**

**SLO #1- DEMONSTRATE COGNITIVE KNOWLEDGE OF THE THREE PRINCIPLE COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM**

Method of Assessment (describe assessment and attach rubric if available):

**Students were given a project of researching a law enforcement agency of their choice and then preparing an application and personal resume for that agency. Students were asked to answer a question typically given on oral board examinations.**

Total Students Assessed: 46

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>23- 50%</b>	<b>13- 28%</b>	<b>5- 11%</b>	<b>5-11%</b>	<b>0</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Mastery or Accomplished Rubric)

**The approximately 78% of students who scored in the Mastery and Accomplished Rubrics, I believe benefitted from clear concise instruction on how to prepare the project, combined with power point presentations in the class room**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The 11% of students who scored poorly appear to be those who have poor reading and writing scores upon entering this class at the college level. Many fail to turn in assignments or are simply absent from key lectures on the SLO. . Students are given the material covered in the SLO in the book and by power point presentation in the class room. Those who did poorly are not reading the book and are not taking notes in class when the SLO is discussed. I attribute this to poor reading and writing skills coming from their high school experience. As indicated above, those students who perform poorly often do not purchase the required textbook. Those students do, however, use expensive cell phones to take pictures of my power-point presentations on the smart board**

What suggestions would you recommend to help more students achieve success with this SLO?

**I recommend that those students who are not performing at the Accomplished or Mastery Rubrics be tested in essential reading, writing and critical thinking skills before entering the first year programs of AJ 10 and AJ 12.. I would also recommend that English 100 be offered as a co requisite to AJ 10 and AJ 12 in the first year. I also find that many students who are performing poorly do not purchase the textbook and often miss class sessions**

**SLO #5- Explain Community Policing in theory and its effects on the community when utilized by a police organization**

Method of Assessment (describe assessment and attach rubric if available):

**This SLO was assessed through DVD presentation, lectures on materials provided by Community Policing author Robert C. Trojanowicz, Director of the Michigan State University Community Policing Institute. The assessment was done through written examination, consisting of multiple choice questions and short answer questions.**

Total Students Assessed: 46

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>20-44%</b>	<b>22-49%</b>	<b>4-7%</b>	<b>0</b>	<b>0</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**THOSE 93% OF STUDENTS WHO SCORED IN THE MASTERY AND ACCOMPLISHED RUBRICS, I BELIEVE, WERE SUPPORTED BY CLEAR CLASS ROOM INSTRUCTION SUPPORTED BY DVD PRESENTATIONS. THE TEXTBOOK SELECTED FOR THE AJ 10 CLASS IS EXCELLENT FOR STUDENT LEARNING.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The 7% of students who scored poorly appear to be those who have poor reading and writing scores upon entering this class at the college level. Many fail to turn in assignments or are simply absent from key lectures on the SLO. . Students are given the material covered in the SLO in the book and by power point presentation in the class room. Those who did poorly are not reading the book and are not taking notes in class when the SLO is discussed. I attribute this to poor reading and writing skills coming from their high school experience. I also find that many poorly performing students have not purchased the book and often miss class.

What suggestions would you recommend to help more students achieve success with this SLO?

**I recommend that those students who are not performing at the Accomplished or Mastery Rubrics be tested in essential reading, writing and critical thinking skills before entering the first year programs of AJ 10 and AJ 12. These programs require these skills for students to be successful. I periodically have students read questions aloud in class and to submit samples of writing. I find that students who perform poorly in these areas also perform poorly on the SLO I would also recommend that English 100 be offered as a co requisite to AJ 10 and AJ 12 in the first year.**



AJ 10 -INTRODUCTION TO THE ADMINISTRATION OF JUSTICE CRN: 30019 (SPRING 2015)

**SLO#2- DESCRIBE THE VARIOUS TYPES OF CRIMINAL ACTIVITY DEFINED BY PENAL STATUTES, AFFIRMATIVE DEFENSES TO THOSE CRIMES, AND AN UNDERSTANDING OF THE THEORIES OFFERED BY CRIMINOLOGISTS AND SOCIOLOGISTS FOR THE CAUSES OF CRIME AND DELINQUENT BEHAVIOR**

Method of Assessment

**Students were given extensive lectures and associated power point presentations on the SLO. The students were also provided with take home study questions to be used with the textbook to enhance their digestion of the SLO material. Students were then tested by examination consisting of both multiple choice and short answer questions.**

Total Students Assessed: 48

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	21-44%	10-21%	8-17%	6-13%	3-5%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**For the 65% of students scoring in the Mastery and Accomplished rubrics, the use of repetition lecture supported by power point presentations was quite productive. Students were also provided with take home study questions to be answered by using the textbook was quite productive.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing

**For the 18% of students who scored poorly in the Developing or Inadequate rubrics, I attribute their performance to poor reading and writing skills, combined with poor attendance and in some cases, not even purchasing the textbook.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I recommend that those students who are not performing at the Accomplished or Mastery Rubrics be tested in essential reading, writing and critical thinking skills before entering the first year. I also recommend a co-requisite of English 100 or IA for the AJ 10 and AJ 12 students in first year.**

**AJ 10- INTRODUCTION TO THE ADMINISTRATION OF JUSTICE    CRN: 30658 (SPRING 2015)**

Student Learning Outcome ( SLO ) assessed:

**SLO#4- Describe the requirements for becoming a law enforcement officer at the local, state and federal level**

Method of Assessment (describe assessment and attach rubric if available):

**Students were provided with research materials on each of the agencies through textbook, power point presentations and class lecture. Students were then tested by multiple choice examinations and by short answer questions.**

Total Students Assessed: **49**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>27-55%</b>	<b>9-18%</b>	<b>5- 10%</b>	<b>5-10%</b>	<b>3-6%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The things that I found most helpful to those students performing in the Accomplished and Mastery rubrics were good use of the textbook materials combined with power point presentations. The students are given take home study questions to be used with the textbook to assist them in understanding each SLO.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those students who scored poorly appear to have come into my program with poor reading, writing and oral communication skills. Many of those students have poor attendance and often do not purchase the required textbook.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I strongly suggest that students coming into the first year program be tested before entering in basic reading and writing skills, so that appropriate remediation may be done. I would also suggest that consideration be given to requiring English 100 or English IA as a co requisite to first year Administration of Justice classes.**

## **AJ 10- Introduction to The Administration of Justice CRN-30658 (Spring 2015)**

Student learning outcome assessed:

**SLO#2- DESCRIBE THE VARIOUS TYPES OF CRIMINAL ACTIVITY DEFINED BY PENAL STATUTES, AFFIRMATIVE DEFENSES TO THOSE CRIMES, AND AN UNDERSTANDING OF THE THEORIES OFFERED BY CRIMINOLOGISTS AND SOCIOLOGISTS FOR THE CAUSES OF CRIME AND DELINQUENT BEHAVIOR.**

Method of Assessment:

**Students were given extensive lectures and associated power point presentations on the SLO. The students were also provided with take home study questions to be used with the textbook to enhance their digestion of the SLO material. Students were then tested by examination consisting of both multiple choice and short answer questions.**

Total Students Assessed: **49**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>27- 55%</b>	<b>9- 18</b>	<b>5-10%</b>	<b>5-10%</b>	<b>3-6%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery?

**The 73% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced those students who scored poorly on this SLO (Inadequate or Developing) **Those 11% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book.**

What suggestions would you recommend to help students achieve better results on this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12)**

**AJ 10-INTRODUCTION TO THE ADMINISTRATION OF JUSTICE CRN-30658  
(SPRING 2015)**

Describe the learning outcome assessed (SLO)

**SLO #4- DEMONSTRATE THE REQUIREMENTS FOR BECOMING A LAW ENFORCEMENT OFFICER AT THE LOCAL, STATE AND FEDERAL LEVEL.**

Describe the method of assessment

**STUDENTS WERE PROVIDED WITH RESEARCH MATERIALS ON EACH OF THE VARIOUS AGENCIES. THE STUDENTS WERE THEN TESTED ON THOSE REQUIREMENTS THROUGH MULTIPLE CHOICE AND SHORT ANSWER QUESTIONS**

Total Students Assessed: 49

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>30-61%</b>	<b>8-16%</b>	<b>7-14%</b>	<b>3-6%</b>	<b>1-2%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 77% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12**

Course: **AJ 12-CONCEPTS OF CRIMINAL LAW**

CRN: 30022 (FALL 2014)

Student Learning Outcome (SLO) assessed:

**SLO # 1- Discuss the goals and characteristics of criminal law; explain the adversary system and sources of criminal law.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed through written examinations consisting of multiple choice questions, short answer questions and brief scenarios requiring critical thinking by the students.**

Total Students Assessed: **61**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>12-20%</b>	<b>34- 56%</b>	<b>8- 13%</b>	<b>1-1%</b>	<b>6-10%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 76% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 11% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book.**

What suggestions would you recommend to help more students achieve success with this SLO?

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12**

Course: **AJ 12 -CONCEPTS OF CRIMINAL LAW**

CRN: **30027 (FALL 2014)**

Student Learning Outcome (SLO) assessed:

**SLO#5- Critically analyze the various components of our system of criminal law**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed through written examinations consisting of multiple choice questions and scenarios requiring critical thinking on the part of students.**

Total Students Assessed: **60**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>23-38%</b>	<b>25-42%</b>	<b>5-8%</b>	<b>7-12%</b>	<b>0</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 80% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 12% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Six of the students dropped the class before SLO was given.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes**

**discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10**

Course: **AJ 12- CONCEPTS OF CRIMINAL LAW** CRN: 30027(SPRING 2015)

Student Learning Outcome (SLO) assessed:

**SLO#2- Discuss the philosophical and historical evolution of criminal law, noting the role of the judiciary in its development; and discuss criminal defenses, legal justifications and burdens of proof.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice and scenario questions addressing the student's ability to recognize components of criminal law, including; but not limited to crimes and defenses to those crimes.**

Total Students Assessed: **48**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>21-44%</b>	<b>12-25%</b>	<b>6-13%</b>	<b>5-10%</b>	<b>4-8%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 69% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 18% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12**

Course: **AJ 12-CONCEPTS OF CRIMINAL LAW**

CRN: 30027(SPRING 2015)

Student Learning Outcome (SLO) assessed:

**SLO#4-Identify elements of offenses against the person, property, morals and public welfare; classify crimes according to severity, and explain lesser included offenses.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and scenario questions testing student's ability to critically think through and identify crime situations.**

Total Students Assessed: 49

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	22-45%	11-22%	7-14%	5-10%	4-9%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Adequate)?  
What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12**

**The 67% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 19% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book.**



Course: **AJ 12- CONCEPTS OF CRIMINAL LAW**

CRN: 30652(SPRING 2015)

Student Learning Outcome (SLO) assessed:

**SLO#2- Discuss the philosophical and historical evolution of criminal law, noting the role of the judiciary in its development; and discuss criminal defenses, legal justifications and burdens of proof.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice and scenario questions addressing the student's ability to recognize components of criminal law, including; but not limited to crimes and defenses to those crimes**

Total Students Assessed: 51

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>15-29%</b>	<b>16-31%</b>	<b>4-8%</b>	<b>12-23%</b>	<b>6-9%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 60% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 32% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (23%) and Inadequate (9%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO? **I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes**

**discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I am also concerned about those poorly performing students who are just taking the subjects to have a class and make no effort to purchase the required textbook. I find that successful students have the textbook and attend class regularly.**

Course: **AJ 12-CONCEPTS OF CRIMINAL LAW**

CRN: 30652 (SPRING 2015)

Student Learning Outcome (SLO) assessed:

**SLO#4- Identify elements of offenses against the person, property, morals and public welfare; classify crimes according to severity, and explain lesser included offenses.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and scenario questions testing student's ability to critically think through and identify crime situations.**

Total Students Assessed: **49**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>17-34%</b>	<b>20-41%</b>	<b>9-18%</b>	<b>3-7%</b>	<b>0</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 75% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated powerpoint presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**Those 7% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (23%) and Inadequate (9%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO? **I would recommend that those students who have scored poorly on this SLO be tested in**

**the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. textbook. I find that successful students have the textbook and attend class regularly**

Course: **AJ 14 -CRIMINAL EVIDENCE CRN: 0040 (FALL 2015)**

Student Learning Outcome (SLO) assessed:

**SLO#1-Demonstrate cognitive knowledge of the development of evidence and the jury system and the use of such evidence in criminal investigations**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and scenario questions addressing the student's ability to recognize components of criminal evidence including, but not limited to, direct, circumstantial and real evidence.**

Total Students Assessed: **30**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>9-30%</b>	<b>19-63%</b>	<b>1-4%</b>		<b>1-30%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 93% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 1% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (4%) and Inadequate (3%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO? **I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses I find that successful students have the textbook and attend class regularly.**

Course: **AJ 14 - CRIMINAL EVIDENCE**

CRN: 0040 (FALL 2015)

Student Learning Outcome (SLO) assessed:

**SLO#5-Explain the moral legal aspects of the use of deadly force by law enforcement officers.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO.**

Total Students Assessed: 30

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	<b>24-80%</b>	<b>4-13%</b>	<b>2-7%</b>	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 93% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better. The use of supplemental DVDs was quite useful in showing the students life threatening situations where deadly force was called for by law enforcement. Also when such force was not warranted.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 7% of students who performed at the Adequate Rubric appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored only at the Adequate Rubric on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur student Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12.. I find that successful students have the textbook and attend class regularly.**

Course: AJ 14- CRIMINAL EVIDENCE

CRN: 30023(Spring 2015)

Student Learning Outcome (SLO) assessed

**SLO #2-THE VARIOUS TYPES AND CLASSIFICATION OF EVIDENCE INCLUDING DIRECT EVIDENCE, CIRCUMSTANTIAL EVIDENCE AND CONTRABAND**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO.**

Total Students Assessed: 42

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	26-62%	8-19%	6-14%	1-3%	1-2%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 81% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 5% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (14%) and Inadequate (2%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly**

Course: AJ 14- CRIMINAL EVIDENCE

CRN: 30023(Spring 2015)

Student Learning Outcome (SLO) assessed

**SLO #4-EXPLAIN THE RULES OF ADMISSIBILITY FOR PHYSICAL EVIDENCE, TESTIMONIAL EVIDENCE AND DOCUMENTARY EVIDENCE AT A CRIMINAL TRIAL.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO. Students were presented with scenario questions testing their abilities to recognize admissibility standards set by the fourth amendment of the US Constitution.**

Total Students Assessed: 42

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	30-71%	9-21%	2-5%	0	1-3%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 92% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 3% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (5%) and Inadequate (3%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?  
**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly**

Course: AJ 16- CRIMINAL COURT SYSTEM

CRN: 0044(Fall 2014)

Student Learning Outcome (SLO) assessed

**SLO #1-IDENTIFY THE STAGES OF THE TRIAL PROCESS AND THE APPLICATION OF THE RIGHT TO A JURY TRIAL**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO.**

Total Students Assessed: 30

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	14-47%	12-40%	3-10%	0	1-3%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 87% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 3% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (10%) and Inadequate (3%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly**

Course: **AJ 16- CRIMINAL COURT SYSTEM**

CRN: 0044(FALL 2014)

Student Learning Outcome (SLO) assessed

**SLO #5-DESCRIBE THE MIRANDA DECISION AND THE PRIVILEGE AGAINST SELF-INCRIMINATION; AND BE ABLE TO DISCUSS THE RIGHT TO COUNSEL**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO. Students were presented with scenario questions requiring their responses via critical thinking analysis**

Total Students Assessed: **30**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	24-80%	4-13%	1-3%	0	1-3%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 93% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 3% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (3%) and Inadequate (3%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**



What suggestions would you recommend to help more students achieve success with this SLO?  
**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly.**

Course: AJ 16- CRIMINAL EVIDENCE

CRN: 30026(Spring 2015)

Student Learning Outcome (SLO) assessed

**SLO #2-EXPLAIN THE HISTORY OF THE EXCLUSIONARY RULE IN SHAPING CRIMINAL PROCEDURE.**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO.**

Total Students Assessed: 35

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	15-43%	15-43%	2-6%	1-3%	2-5%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 86% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 5% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (3%) and Inadequate (5%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly**

Course: **AJ 16- CRIMINAL COURT SYSTEM**

CRN: 30026(Spring 2015)

Student Learning Outcome (SLO) assessed

**SLO #4-CRITICALLY ANALYZE CONSTITUTIONALITY OF SEARCHES AND SEIZURES, ADMISSIONS AND CONFESSIONS AND WHAT CONSTITUTES AN UNLAWFUL SEARCH AND SEIZURE**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO.**

Total Students Assessed: **35**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	<b>17-49%</b>	<b>12-34%</b>	<b>5-14%</b>	<b>0</b>	<b>1-3%</b>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 83% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 3% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who performed in the Developing (14%) and Inadequate (3%) Rubrics appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur before the student becomes discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly**

Course: **AJ 19- PRINCIPLES OF INVESTIGATION**

CRN: 0043(FALL 2014)

Student Learning Outcome (SLO) assessed

**SLO #1-IDENTIFY AND EXPLAIN THE ROLE OF DOCUMENTATION IN THE CRIMINAL INVESTIGATIVE PROCESS; RECOGNIZE, IDENTIFY AND EXPLAIN THE IMPLICATIONS OF A PIECE OF EVIDENCE IN A CRIMINAL TRIAL**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO. Students were also given the opportunity to participate in a live crime scene exercise and prepare a written report of their investigation.**

Total Students Assessed: 63

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	36-57%	27-43%	0	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 100% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**As indicated above, the results on this SLO were excellent. No students in this group performed below the Accomplished Rubric**

What suggestions would you recommend to help more students achieve success with this SLO?

**As the results were so good on this SLO. There were no recommendations for improvement for success on this SLO. I believe that the live crime scene was a highly motivating factor for my students**

Course: **AJ 19- PRINCIPLES OF INVESTIGATION**

CRN: 0043(FALL 2014)

Student Learning Outcome (SLO) assessed

**SLO #5-IDENTIFY KEY INFORMATION SOURCES AND DATA SYSTEMS AVAILABLE TO THE INVESTIGATOR**

Method of Assessment (describe assessment and attach rubric if available):

**Students were assessed by written examination consisting of multiple choice questions and short answer questions on the SLO. Students were given extensive lecture and associated power point presentation outlining computer sources for fingerprint data (AIFIS) and for DNA (CODIS). Students were then tested on the material.**

Total Students Assessed: 63

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	24-38%	26-41%	10-16%	3-5%	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

**The 79% of students scoring in the Mastery and Accomplished rubrics were clearly supported by clear lecture with associated power point presentations. The students are also given take home study questions for each of my SLOs to be used with the textbook, which helps students retain the material much better.**

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

**The approximately 5% of students who performed poorly appear to be deficient in basic reading and writing skills. Some of these students have poor attendance and some have not even purchased the book. Many of the students who**

**performed in the Developing (5%) Rubric appear to have reading difficulties, making critical thinking exercises more difficult for them to complete.**

What suggestions would you recommend to help more students achieve success with this SLO?

**I would recommend that those students who have scored poorly on this SLO be tested in the basic reading and writing skills before entering the Administration of Justice Program so that remediation might occur discouraged. Additionally, I recommend that English 100 or English IA be offered as co-requisites to first year courses in Administration of Justice (AJ 10 and AJ 12. I find that successful students have the textbook and attend class regularly.**

# Astronomy Program

## Annual Assessment Report

### Academic Year 2014-2015

All Data are Aggregate Scores

#### Course name and number: Astronomy 001

**SLO number and text:** SLO #1-Students will be able to understand the global structure of the Universe in depth.

**Assessment:** Formal examinations with essay and computational problem solving.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 25 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	24%	40%	32%	4%	0%

#### Analysis of Results:

The results are overall valid even though the sample is small. The topics were assessed multiple times both in written and oral exams.

This is a challenging course and much of it is very new to students, even to those with some science background. However, many students tell us that they sign up for the course precisely because they *want* a university level course where they can be exposed to and discuss some of the grandest and amazing ideas possible including the universe itself. This is also reflected in the higher average scores and amazingly does not reflect the true value of the highest scores which would need an additional

category of 5 to capture the true quality of these top students. They in fact of are underserved and need the exact same level of support to achieve their full potential as students who struggling.

**Closing the Loop (Reflections on previous Recommendations):**

As was stated in previous recommendations the specialized Astronomy tutoring has made a large difference. The more the college can support that, the more impact it can have.

**Recommendations for Improvement:** The SLO, rubric and assessment are adequate. As was recommended in previous reports additional tutorial and laboratory resources that can be relied on for multiyear planning and improvement is what is need most.

**Resource Needs:**

Additional tutorial and laboratory equipment would help improve delivery of the this advanced education. Particularly modern telescopes and demonstration equipment

**SLO number and text:** SLO #2-Know in-depth the fundamental laws of astrophysics, atomic and nuclear physics and quantum mechanics.

**Assessment:** Formal examinations with essay and computational problem solving.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 27 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	22%	22%	52%	0%	4%

### **Analysis of Results:**

The results are overall valid even though the sample is small. The topics were assessed multiple times both in written and oral exams. The lower scores for this SLO is not unexpected given the level of the material. Many students have little to no science experience in high school and often what is worse a lot of scientific misconceptions that have to be undone. However, once again the top fifth of the classes wanted *more* material and at deeper level of development, so they have been underserved.

### **Closing the Loop (Reflections on previous Recommendations):**

As in previous assessment recommendations specialized astronomy tutoring has been one of the most effective tools to optimize student time and effort for success.

### **Recommendations for Improvement:**

The SLO, rubric and assessment are adequate. Additional continuous support for tutorial and laboratory resources, especially with spectra and demonstration equipment.

### **Resource Needs:**

Additional tutorial and laboratory equipment would help improve delivery of the this advance education. Particularly modern telescope and demonstration equipment.



**SLO number and text:** SLO #3-Students will be able to use a telescope and do classical observations of the sky.

**Assessment:** Formal examinations with essay and computational problem solving.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 28 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	21%	21%	46%	7%	4%

### **Analysis of Results:**

The results are overall valid even though the sample is small. The topics were assessed multiple times both in laboratory practicums. Scores again were lower than desired with again the top students performing at a higher level than the percentage scale indicates. Students who were struggling generally have had not had any laboratory or technical experience of any kind. They also have great difficulty in dealing with unexpected decision process involving the equipment that they might not expect such as forcing a telescope to move when they have forget to unclamp something or interpreting the right settings.

### **Closing the Loop (Reflections on previous Recommendations):**

As in previous recommendations reliable support to plan for telescope upgrades and accessories would help both the struggling student with simplified operation and at the same time allow enthusiastic higher performing students to achieve their full potential.

### **Recommendations for Improvement:**

The SLO, rubric and assessment are adequate. Additional laboratory resources would be the primary need.

**Resource Needs:**

Additional tutorial and laboratory equipment would help improve delivery of this advanced education. Particularly modern telescope and demonstration equipment.

**Course name and number:  
Astronomy 012**

**SLO number and text:** SLO #1-Students will be able to understand the global structure of the Universe.

**Assessment:** Formal examinations with essay and computational problem solving.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 297 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	52%	21%	17%	6%	4%

**Analysis of Results:**

The sample is large and valid. The topics were assessed in exams.

This is a large (170+ students) introductory survey general education class with no mathematical prerequisites. The larger number of higher scores demonstrates that the students are

more capable of learning more material and at a higher level.

**Closing the Loop (Reflections on previous Recommendations):**

As was requested in previous recommendations specialized Astronomy tutoring with TA's to support such a large class along with laboratory resources can make a large difference. The more the college can support that, the more student success it can have.

**Recommendations for Improvement:** The SLO, rubric and assessment are adequate. As was recommended in previous reports, additional tutorial and laboratory resources, that can be relied on for multiyear planning and improvement, is what is needed most. In particular, funding to support student astronomy majors to serve as TA's and laboratory observing night assistants along with upgraded modern laboratory equipment, is the top priority and would make a large difference.

**Resource Needs:**

Additional tutorial support and laboratory equipment would help improve delivery of the this advanced education. Particularly modern telescopes and demonstration equipment.

**SLO number and text:** SLO #2-Students will be able to know the basic laws of astrophysics and atomic physics.

**Assessment:** Formal examinations with essay and computational problem solving.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 297 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	44%	20%	17%	16%	3%

### **Analysis of Results:**

The sample is large and valid. The topics were assessed in exams.

Again the higher scores, often perfect scores, demonstrate that the majority of PCC students are far more capable than the demands of a survey course and thus are underserved. That said, there are a group of students of about 20% who struggle greatly with even the most elementary of science concepts. What might be best for them is for the college to require a basic skills science class before they are allowed to take any other science class. This would be the equivalent of high school science class they never took or remembered. But as such a class would be difficult to institutionally implement and their Ed Plans would probably not allow the extra time to take such a course, the most practical solution would be to hire astronomy student TA's to work extensively with them to bring them up to speed. Such TA's could also serve the students who are doing well and desire a higher level development.

### **Closing the Loop (Reflections on previous Recommendations):**

As was requested in previous recommendations specialized Astronomy tutoring with TA's to support such a large class along with laboratory resources can make a large difference. The more the college can support that, the more student success it can have.

### **Recommendations for Improvement:**

The SLO, rubric and assessment are adequate. As was recommended in previous reports, additional tutorial and laboratory resources, that can be relied on for multiyear planning and improvement, is what is needed most. In particular, funding to support student astronomy majors to serve as TA's and laboratory observing night assistants along with upgraded modern laboratory equipment, is the top priority and would make a large difference.

**Resource Needs:**

Additional tutorial and laboratory equipment would help improve delivery of the this advanced education. Particularly modern telescope and demonstration equipment.

**SLO number and text:** SLO #3-Students will be able to use a telescope and do basic observations of the sky.

**Assessment:** Formal examinations and/or field work.

**Rubric:** 4=Mastery, 3=Accomplished, 2=Adequate, 1=Developing, 0=Inadequate

**Data:** 297 students were assessed. The percentage score is listed below.

Score	4	3	2	1	0
Percentage	22%	26%	24%	24%	4%

**Analysis of Results:**

The sample is large and valid. The topics were assessed in exams

and/or field work.

The results here were a little more evenly spread out compared to the purely academic SLO's but still reflected the general trend of the top students being underserved and other students struggling. Again with upgraded equipment and astronomy student TA assistance this would help both groups of students. The students also indicated that they very much enjoyed and learned much with the telescope field work even if it might be limited due to class size and weather constraints.

### **Closing the Loop (Reflections on previous Recommendations):**

As was requested in previous recommendations specialized Astronomy tutoring with TA's to support such a large class along with laboratory resources can make a large difference. The more the college can support that, the more student success it can have.

### **Recommendations for Improvement:**

The SLO, rubric and assessment are adequate. As was recommended in previous reports, additional tutorial and laboratory resources, that can be relied on for multiyear planning and improvement, is what is needed most. In particular, funding to support student astronomy majors to serve as TA's and laboratory observing night assistants along with upgraded modern laboratory equipment, is the top priority and would make a large difference.

### **Resource Needs:**

The SLO, rubric and assessment are adequate. As was recommended in previous reports additional tutorial and laboratory resources that can be relied on for multiyear planning and improvement is what is need most. In particular funding to support student astronomy majors to serve as TA's and laboratory observing night assistants would make a large

difference.

**Course number and title:** KINT 056A Professional Activities Softball

**SLO number and text:** SLO #2: Identify NCAA/CCCAA softball rules and apply in game situations

**Assessment\*:** Throughout the semester bi-weekly quizzes consisting of 5 questions regarding NCAA/CCCAA rules were administered. After each quiz was completed the practice plan was designed to highlight specific instances where the rule would come into place.

**Rubric:**

Intercollegiate Softball Rules Test				
Criteria	Ratings			Pts
Quiz includes 2-T/F questions 2-Multiple Choice questions and 1-Fill in the blank question	All items answered correctly and the fill in the blank section has adequate information demonstrating clear understanding ; game scenarios were executed properly 5 pts	1 item is incorrect in the quiz and/or the fill in the blank section is moderately explained. Game scenarios were executed with few mistakes 3 pts	2 or more items in the quiz are incorrect and/or the fill in the blank section shows minimal understanding. Game scenarios were executed with several mistakes and further explanation was required. 1 pts	5 pts

**Data\*:**

Score	5	3	1	0
Percent	85.7	9.5 %	4.8%	0%
21 Students	%			



**Analysis and Interpretation:**

85.7% of the students demonstrated a clear understanding of the quizzes administered bi-weekly. This percentage shows that a vast majority was able to comprehend and execute NCAA/CCCAA rules. In game scenarios helped with overall student retention, as they were able to interpret the specific rule and then visually and physically implement it.

**Closing the Loop (Reflections on previous Recommendations):** Being able to provide students with rulebooks or access to certain sections allow for more in depth studying. This was done through supplementation.

**Recommendations for Improvement:** Perhaps, incorporating video examples taken from the Women's College World series and listening to and assessing the rulings on the field would provide yet another opportunity for the students to see and hear the thought process behind the regulations.

**Resource Needs:**

Providing each student with a completed rule book would allow for further exploration of EVERY rule in intercollegiate softball.

**Course number and title:** KINT 056B Professional Activities Softball

**SLO number and text:** SLO #2: Research the components of an intercollegiate softball program.

**Assessment\*:** Each student was required to select 1 collegiate softball program and research a specific topic that was individual to that team. Topics that were researched included, but are not limited to: offensive strategies, defensive plays, leadership, role players, bunting techniques, pitching counts, pitch calling, baserunning etc. A 3-5 minute oral presentation was given to the class to explain the

chosen topic.

**Rubric:**

Component Presentation				
Criteria	Ratings			Pt s
Oral presentation includes clear demonstration of research done on a specific topic and how it directly affects the sport of softball. In the presentation research included 1) two specific examples provided in summary of the program and topic chosen 2) 1 explanatio				20 pts
	All items presented in presentation 20pts	1 item is missing in presentation 10 pts	2 items are missing in presentation 5 pts	

n of how this componen t relates back to personal intercolleg iate experien ces		
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**Data\*:**

Score	20	10	5	0
Percent	90%	10%	0%	0%
10 Students				

**Analysis and Interpretation:**

90% of the students presented sufficient information on the components of intercollegiate softball. Only 1 student (10%) failed to meet the criteria of the rubric

**Closing the Loop (Reflections on previous Recommendations):**

Being able to have funding to be able to go observe another intercollegiate softball team would help the students to have a bigger sample pool to draw information from. They would be able to do research on a specific program and also see yet another in action.

Being able to cross check program-to-program would demonstrate a deeper understanding for different components.

### **Resource Needs:**

Funds for transportation

### **KINT 052A- Professional Activities- Basketball**

Student Learning Outcome (SLO) assessed:

Execute fundamental offensive and defensive plays and strategies in game films.

Method of Assessment (describe assessment and attach rubric if available):

Students had to watch a basketball game and identify the various offensive and defensive plays. They had to document each offensive play ran against what type of defense as well as explain the benefits of running that particular offense. The students also had to verbally explain the role of the players on the court and what shot opportunities they may or may not have. When they were completed with their analysis they had to demonstrate with the class their observation as well as how they would improve the offensive and defensive schemes of both.

### **Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_\_7\_\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	2	2	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Majority of the class understood the assignment as well as applied the offensive and defensive strategies in class and through demonstrations. Only a few did not do well in both parts of the assessments which indicates this assessment meets the minimum standards. One recommendation would be implementing software to the instruction where they can analyze the game film from home. This may better prepare students and allow 24 hour student access to various game films

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

Majority did achieve success so we were pleased with the outcome of the assessment.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

N/A

**KINT 052B-Professional Activities Basketball**

Student Learning Outcome (SLO) assessed:

Execute fundamental offensive and defensive plays and strategies in game films.

Method of Assessment (describe assessment and attach rubric if available):

Students had to watch a basketball game and identify the various offensive and defensive plays. They had to document each offensive play ran against what type of defense as well as explain the benefits of running that particular offense. The students also had to verbally explain the role of the players on the court and what shot opportunities they may or may not have. When they were completed with their analysis they had to demonstrate with the class their observation as well as how they would improve the offensive and defensive schemes of both.

**Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_\_9\_\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	4	3	2	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Majority of the class understood the assignment as well as applied the offensive and defensive strategies in class and through demonstrations. Only a few did not do well in both parts of the assessments which indicates this assessment meets the minimum standards. One recommendation would be implementing software to the instruction where they can analyze the game film from home. This may better prepare students and allow 24 hour student access to various game films

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

Majority did achieve success so we were pleased with the outcome of the assessment.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)  
None

**Course number and title: KINT 05 – First Aid-Responding to Emergency**

**SLO number and text:**

1. Students will identify the signals of cardiac arrest and demonstrate how to provide cardiopulmonary resuscitation (CPR) until advanced emergency medical care arrives.

**Assessment\*:**

The students performed CPR to the recommended ratios of 30 chest compression to the depth of at least 2 inches and 2 rescue breaths of 1 second each for 2 minutes. We use this as their baseline, as well as to ascertain their proficient level at the beginning of the semester. The

test is administered one times a week for 4 weeks to document their progression throughout the semester.

**Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

**Data\*:**

Score	4	3	2	1	0
Percent (17 students)	65%	0%	24%	11%	0%

**Analysis and Interpretation:**

THE MOST OF THE STUDENTS FAIR WELL WITH THE HANDS ON CPR TEST ON INTITAL BASELINE TESTING. THE VAST MAJORITY OF STUDENTS SCORED ABOVE AVERAGE ON THE INITIAL TEST DUE TO THEIR UNDERSTANING OF THE MOVEMENTS AND PROCEDURE OF THE SKILLS.

**Closing the Loop (Reflections on previous Recommendations):**

These student learning outcome has not been assessed previously so the data would not be relevant for this particular assessment.

**Recommendations for Improvement:**



## **Resource Needs:**

Replace the existing CPR mannequins with up to date/more portable models. Many of the current mannequins do not work and are approximately over 25 years old.

Provide non-latex disposable gloves for each student in the class

Purchase 10 AED trainers to be able to appropriately train students according to the latest CPR recommendations.

Provide the following supplies to be able to practice the hands on skills:

- CPR breathing barrier
- Non-latex gloves
- Roller bandages
- Gauze pads
- Triangular bandages
- SAM splints
- IPAD with tri-pod for recording practice sessions to later review with the students and providing a visual analysis.
- Student Learning Outcome (SLO) assessed:

## **KINT 002-Introduction to Athletic Training**

### **Identify basic Anatomy, Physiology, Biomechanics and Exercise Physiology terms**

Method of Assessment (describe assessment and attach rubric if available):

Students were given the power point presentation to study basic Anatomy for the Ankle, Knee, and Shoulder. The instructor presented a lecture on soft tissue healing and how rehabilitation will benefit an injured area. Students had hands on experience with rehabilitation tools in the training room and the instructor observed as the students identified and explained the anatomy, physiology and biomechanics of exercises.

### **Rubric:**

**4** - Student applies the correct techniques through demonstration

at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Total Students Assessed: 27

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	4	15	5	2	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

They completed the sections to this assignment and as you can see I had a variety of percentages throughout the rubric. They all understood the expectations as well as execution of the assignments. Majority of the students were in the accomplished range of the rubric. This indicates that the material was understood by the students but not quite at a Mastery level. Those who scored in the Mastery level are currently interested in majoring in Athletic Training.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

b. Pedagogy: The current assignment is a great reflection to the current course description and assignments.

c. Student support: References to Online support. Create a hybrid course or web enhanced required

d. Faculty support: It would be great to have one more section, due to the overflow of students who want to add the class.

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Textbook update affordable for students

Assessment professional development

Taping for students to use for the lab component of the course

### **KINT 003-Introduction to Kinesiology**

Student Learning Outcome (SLO) assessed:

1. Describe and explain the definition of "Kinesiology"
2. Identify and describe the need for Kinesiology in our society

Method of Assessment:

Class participations, attendance, comprehension and knowledge level shown on written assignments.

Rubrics:

Students must demonstrate the use of the material reflected content from

textbook content

Students must incorporate additional resources and independent research

Students must complete assignment within a timely manner.

Student must show comprehension of SLO #2 and SLO #4

Total Students Assessed: \_\_\_37\_\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Maste ry</b></i>	<i><b>Accom plishe d</b></i>	<i><b>Adequ ate</b></i>	<i><b>Devel oping</b></i>	<i><b>Inade quate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	29		5		3

1) What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The students who have accomplished in mastering the SLO's are the students who are asking frequent questions, take class notes and complete their reading assignments. They use the resource provided to research related subject topics.

2) What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

One Factor that effects students who have scored poorly on the SLO have been due to incomplete assignments. Procrastination and neglected reading their assigned material or take class notes. They do not ask for clarification when they are not clear on expectations of the written assignment.

3) What suggestions would you recommend to help more students achieve success with this SLO?

The recommendations I feel would help more students achieve success is to identify their strengths and weakness. Engage students who are struggling in class participation and discussion. Create a variety of assessments to enhance and engage student's/ Example(s) guest speakers, field trips, discussions, career opportunities. This course is a cornerstone to our Local AA and AA-T so it is imperative that we do not only prepare them but give them hands on opportunities to see what their future may look like if they major in Kinesiology.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Funding for field trips and guest speakers

**Course number and title: Kint 14-Theory and development fitness and wellness**

**SLO number and text:** 2. Develop a wellness program which incorporates the components of wellness using the F.I.T.T principle.

**Assessment\*:**

Review of written FITT plan.

**Rubric:**

- 4. Plan addresses areas of FITT Principle. Frequency, Intensity, Type and Type.
- 3. Plan addresses Three areas of FITT.
- 2. Plan addresses Two areas of FITT.
- 1. Plan addresses One area of FITT.
- 0. Plan does not address any area of FITT.

**Data\*:**

Score	4	3	2	1	0
Percent 100 (13 students)	9 69 %	2 15 %	1 8 %	1 8 %	%

**Analysis and Interpretation:**

Students need to see how the FITT can help in normal exercising.

**Closing the Loop (Reflections on previous Recommendations):**

Use activities that demonstrate how each of the FITT activities aids in fitness improvement.

**Recommendations for Improvement:**

Videos and phone apps for more examples.

**Resources**

Videos for the class and body fat testing equipment for HPL

Wipes for HPL-sanitation station in workout areas

Instructional equipment attendant

**KINT 061-Theory of Coaching**

Student Learning Outcome (SLO) assessed:

1. Develop and acquire the understanding of the dynamics of the fundamentals of coaching.
2. Develop a personal coaching philosophy by identifying the important skillset of what defines a successful coach.
3. Identify the different contributions and skills of a player when recruiting.

Method of Assessment:

Class participations, attendance, Chapter quizzes and comprehension and knowledge level shown on written summary.

Rubrics:

- 1) Students must demonstrate the use of the material reflected content from textbook content
- 2) Students must incorporate personal coaching philosophy and related to the presented scenario
- 3) Students must complete assignment within a timely manner.

4) Student must show comprehension of SLO #1 and SLO #2

Total Students Assessed: 24

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12		10		2

1) What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The students who have accomplished in mastering the SLO's are the students who are asking frequent questions, takes class notes and complete their reading assignments.

2) What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

One Factor that effects students who have scored poorly on the SLO have been due to absences and incomplete assignments. They may not read assigned material or take class notes.

3) What suggestions would you recommend to help more students achieve success with this SLO?

The recommendations I feel would help more students achieve success is to identify their strengths and weakness. Coaching requires multiple skills sets and improving knowledge on weakness that will help and enhance their understanding.

#### **Resources**

Videos and Funding for speakers

## KINT 048-Professional Activities-Fitness

Student Learning Outcome (SLO) assessed:

2. Construct a personal strength and conditioning program.

Method of Assessment (describe assessment and attach rubric if available):

Instructor review of program presented.

**4** – Student was able to analyze and identify through application and testing.

**3** – Student analyzed and identified but had a few errors through application or testing.

**2** - Student analyzed correctly but had consistent errors through application and testing.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding.

**0** - No real understanding of the task at hand.

Total Students Assessed: 17

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	6	5	3	3	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Reviewing conditioning plans in order to see how good plans are made.



What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

They did not fully review good plans presented.

What suggestions would you recommend to help more students achieve success with this SLO?

Give more time to present and review conditioning plans before being submitted.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

None.

### **KINT 097-Theory and development of Wellness**

**SLO number and text:** #1. Passion and Perseverance to Pursue their Preferred Performance (GRIT/Relationship to Happiness as a Life Skill and Development of Goals for Development of Mental, Emotional & Physical Fitness resulting in Wellness)

#### **Assessment:**

For this project, students had to do the following:

- View the Caroline Miller Ted Talk ([https://www.youtube.com/watch?v=84H1wihM\\_Go](https://www.youtube.com/watch?v=84H1wihM_Go))
- Student(s) executed The Grit Test (Angela Duckworth 12 Question Scale) where questions were presented to evaluate the following;
  - **6 questions about resiliency to situations of failure and adversity or being a hard worker.**
  - **6 questions about having consistent interests--focused passions—over a long time.**
- The GRIT test (developed by Angela Duckworth) followed by the GRIT score has been found to be highly predictive of achievement under challenging circumstances.
- The 5 Characteristics of GRIT include the following:
  - Courage
  - Conscientiousness: Achievement Oriented vs. Dependable

- Long Term Goals and Endurance: Follow Through
- Resilience
- Excellence vs. Perfection
- Caroline Miller's summation:
  - "yes the thing about GRIT is that the passion CAN be cultivated, and with that passion, you can often 'stay in the game' regardless of how hard and discouraging it gets. People are not born passionate, but they are born with certain traits like curiosity or zest or creativity, and if you use those strengths to help you become passionate about something you can get on the road of not being a quitter"
  - GRIT is best used in areas of life where you have a passion or can cultivate a passion for something which in turn leads to ultimate mental and physical fitness and wellness.

### Scoring The GRIT Scale

Students who Scored a Total of 1-1.9	<b>0</b>
Students who Scored a Total of 2-2.9	<b>10</b>
Students who Scored a Total of 3-3.9	<b>22</b>
Students who Scored a Total of 4-4.9.	<b>15</b>
Students who Scored a Total of 5	<b>3</b>

#### Data:

Score	5	4	3	2	1
Percent (50 students)	6%	30%	44%	20%	0%

#### Analysis of Results:

- 80% of the students completed the assessment at the midline

average or above average (i.e. Extremely GRITTY.) They embrace the described above characteristics of a person who has a passion or can cultivate a passion for something which in turn leads to ultimate mental and physical fitness and wellness.

**Conclusion:**

"...you want people to see that GRIT can be cultivated, and that if they cultivate it in their daily life by finding something to be passionate about in their life, it can lead them to great places." This in turn creates a basis for ultimate wellness (mental and physical).

**Closing the Loop (Reflections on previous Recommendations):**

N/A

Not previously assessed

**Resources**

Faculty professional development to enhance instruction

Guest Speakers

Videos

**KINT 053A-Professional Activities Football**

**Student Learning Outcome (SLO) assessed:**

- A. Identify basic football fundamentals

**Method of Assessment (describe assessment and attach rubric if available):**

Students were assessed weekly through film study and whiteboard instruction on various football strategies, basic fundamentals and techniques needed to be successful.

RUBRIC

3. Student **consistently** demonstrates the ability to understand football strategies, basic fundamentals and techniques learned in film

study and apply them in practice. Student **consistently** demonstrates the ability to integrate new plays and schemes on a weekly basis.

2. Student consistently demonstrates a **moderate** ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates a **moderate** ability to integrate new plays and schemes on a weekly basis.

1. Student consistently demonstrates a **limited** ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates **limited** ability to integrate new plays and schemes on a weekly basis.

0. Student demonstrates **no ability** to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student demonstrates **no ability** to integrate new plays and schemes on a weekly basis.

Total Students Assessed: 25

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>					

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Coaches utilized different learning techniques, visual aids (film, whiteboard, and handouts). Interactive techniques were also used that required student athletes to demonstrate on the whiteboard what they have learned.

What factors may have influenced the students who scored poorly on this SLO

### **(Inadequate or Developing)?**

Students who performed poorly on this SLO have not been exposed to complex football schemes and film study procedures. Low performing student athletes also needed individual tutor time and further instruction on technological devices (such as HUDL).

### **What suggestions would you recommend to help more students achieve success with this SLO?**

Coaches need to be able to adjust their instructional styles accordingly. A commitment to update visual aids and technology will help more students achieve success.

### **Funding needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)**

- iPads that can be used for academic success.
- Hire a technological expert to demonstrate, explain and tutor our student athletes on technology advances in the sport of football.
- Laptops for coaches to prepare meeting plans and templates to use in our meetings.

## **KINT 053B-Professional Activities Football**

### **Student Learning Outcome (SLO) assessed:**

D. Assist in demonstrating 53A student's basics of football.

### **Method of Assessment (describe assessment and attach rubric if available):**

Students were assessed weekly through film study and whiteboard on various strategies, basic fundamentals and techniques needed to be successful. Film study is a great resource to use to observe a student athletes progress.

3. Student **consistently** demonstrates the ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student **consistently** demonstrates the ability to integrate new plays and schemes on a weekly basis.

2. Student consistently demonstrates a **moderate** ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates a **moderate** ability to integrate new plays and schemes on a weekly basis.

1. Student consistently demonstrates a **limited** ability to understand football strategies, basic fundamentals and techniques learned in film

study and apply them in practice. Student consistently demonstrates **limited** ability to integrate new plays and schemes on a weekly basis.

0. Student demonstrates **no ability** to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student demonstrates **no ability** to integrate new plays and schemes on a weekly basis.

**Total Students Assessed:** 13

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>					

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Coaches utilized different learning techniques, visual aids (film, whiteboard, and handouts). Interactive techniques were also used that required student athletes to demonstrate on the whiteboard what they have learned.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

Students who performed poorly on this SLO have not been exposed to complex football schemes and film study procedures. Low performing student athletes also needed individual tutor time and further instruction on technological devices (such as HUDL).

**What suggestions would you recommend to help more students achieve success with this SLO?**

Coaches need to be able to adjust their instructional styles accordingly. A commitment to update visual aids and technology will help more students achieve success.

**Funding needs to enhance Instruction (Equipment/instructional tools/balls/**

**classroom needs)**

- iPads that can be used for academic success.
- Hire a technological expert to demonstrate, explain and tutor our student athletes on technology advances in the sport of football.
- Laptops for coaches to prepare meeting plans and templates to use in our meetings.

**KINT 046A-Professional Activities-Baseball**

Student Learning Outcome (SLO) assessed: 1 Identify and apply the rules of baseball

Method of Assessment (describe assessment and attach rubric if available):

Student's were assessed through observation and verbal understanding of the rules of baseball.

**Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_16\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students</i></b>	15	1	0	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).  
The students have an expansive knowledge base through preparation.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

A failure to identify necessary changes, development and required application.

What suggestions would you recommend to help more students achieve success with this SLO?

A commitment beyond classroom and/or Lab-time. An advanced commitment necessitated for participation on a college level team.

### **Resources**

A more extensive and higher quality of equipment to better help the students achieve success. This includes but is not limited to balls, bats, bases, helmets and ice/water.

## **KINT 046B-Professional Activities Baseball**

Student Learning Outcome (SLO) assessed: 3. Identify and apply the rules of baseball

Method of Assessment (describe assessment and attach rubric if available):

Students participate in games, scrimmages and practices that require an advanced level of knowledge and understanding for Collegiate Athletics.

### **Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.



- 1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.  
**0** - No real understanding of the task at hand.

Total Students Assessed: 12

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	7	1	3	1	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The students have an expansive knowledge base through preparation.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

A failure to identify necessary changes, development and required application.

What suggestions would you recommend to help more students achieve success with this SLO?

A commitment beyond classroom and/or Lab-time. An advanced commitment necessitated for participation on a college level team.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

A more extensive and higher quality of equipment to better help the students achieve success. This includes but is not limited to balls, bats, bases, helmets and ice/water.

Modify and update SLO's and align with SPO's (last updated 2008)

Student Learning Outcome (SLO) assessed:

Articulate the basic rules and basic mechanics of officiating in eight

areas of intercollegiate and high school sports.

## **KINT 031A&B-Professional Activities-Officiating**

### **(description of assessment-not assessed)**

Method of Assessment (describe assessment and attach rubric if available):

The assessment that will be used for this SLO will begin the 1<sup>st</sup> week of class. Student's will be assigned a sport to research the playing rules governed at the highschool, junior college and NCAA college level. They will create a powerpoint presentation identifying the various rules and present to the class as well as provide a handout. They will also demonstrate to the class each rule and how it is implemented into their assigned sport. The student's will be assessed on their research, accuracy and presentation. Once student's have presented they will be given a test based on the terminology researched and provided by the class.

**4** – Student was able to analyze and identify through research, application and testing.

**3** – Student analyzed and identified but had a few errors through application or testing.

**2** - Student analyzed correctly but had consistent errors through application and testing.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding.

**0** - No real understanding of the task at hand.

Total Students Assessed: 0

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>					

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

What suggestions would you recommend to help more students achieve success with this SLO?

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

KINT 020

No student's were enrolled in the Independent Study class Fall 14/  
Spring 15

Student Learning Outcome (SLO) assessed:

**Course number and title:** Biol 38 Cell and Molecular Biology (Stem Cell Culture)

**SLO number and text:**

SLO #1: Demonstrates ability to use, maintain, calibrate/validate standard laboratory equipment for mammalian stem cell culture.

**Assessment\*:** The biotechnology lab skills courses are taught in a manner to simulate the work environment in the biotech industry and as a result the students are required to routinely use, maintain, calibrate and/or validate basic laboratory equipment. Generally, students are provided with detailed explanations and demonstrations of how to properly use and maintain the laboratory equipment including the necessary safety precautions. To determine if students were able to properly use a device designed to validate the proper functioning of a piece of equipment specifically used in a cell culture laboratory following written instructions only, students were provided with the written instructions from the user manual as well as a standard operating procedure (SOP) prepared from the manual but including specific information pertaining to the piece of equipment being validated. The ability to follow the written instructions and to properly use the device was monitored and assessed by the instructors.

Evaluation criteria ranged from a ranking of exceeds standards, meets standards, or does not meet standards (needs work/improvement) to indicate that a student could demonstrate the ability to use the device without assistance, could demonstrate ability to use the device with assistance, or could not demonstrate ability to use the device even with assistance, respectively.

**Rubric:** Detailed rubric attached.

**Data\*:**

Total Students Assessed: 8

Summary Table of Assessment Results

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students (%) 1<sup>st</sup> attempt using manual/SOP</b></i>			4 (50%)	4 (50%)	
<i><b>Number of Students (%) 2<sup>nd</sup> attempt using SOP prepared by student</b></i>		4 (50%)	3 (37.5%)	1 (12.5%)	

Note: Ranking system used for assessment:

Exceeds Standards (Accomplished), Meets Standards (Adequate), Needs Work (Developing)

**Analysis and Interpretation:** None of the students succeeded on this learning objective (on the first attempt) reinforcing the importance of the practice of providing hands-on demonstrations and verbal instructions for proper equipment use in addition to user manuals and standard operating procedures routinely provided by the instructors.

Generally, demonstrations are given to the students for each piece of equipment used to provide proper operating instructions and laboratory assignments are designed to allow students to use the equipment several times throughout the semester to help improve their proficiency using the laboratory equipment. However, to assess the students' ability to use a piece of equipment following only the user manual and SOP, a demonstration was not given.

**Closing the Loop (Reflections on previous Recommendations):** The first assessment was performed earlier in the semester and submitted for the formative assessment. Recently, the students were asked to prepare their own SOP following the user manual and after reading about the device using online resources. Students were then assessed again on their ability to properly use the device. There was a considerable improvement in the students' performances during the second attempt. Subjectively, when the students were asked their opinion as to what contributed to the observed improvements approximately half of the students contributed their improved performance to learning more about the device and preparing their own SOP and approximately half of the students contributed the improvements to using the device a second time. Most of the students (7/8) would prefer to have a demonstration prior to using the piece of equipment. Several students also commented after the first assessment that a demonstration would have been instructive and useful. Given the choice, most students preferred to use both the user manual and the prepared SOP during the first attempt to use the device.

**Recommendations for Improvement:** A demonstration should be given to the students to provide proper operating instructions for the piece of equipment. In addition, verbal instructions during the first attempt to use the device could be given to provide additional guidance.

**Resource Needs:** Student access to online resources during class time would add to the learning experience. Recently, several tablets and a laptop computer were purchased for student use. Additional laptops or tablets with updated software and wireless capability would be beneficial. It would be particularly useful to have a laptop and/or tablet for dedicated use in the cell culture facility so that the students can access the online information during class and while working in the laboratory.

Score	5 (3)	3 (2)	1 (1)	0
Ranking levels/Criteria to assess proper use of standard laboratory equipment	Exceeds Standards ✓+	Meets Standards ✓	Does Not Meet Standards ✓- (Needs Work/Improvement)	Not Attempted (Not completed)
Proper use of standard laboratory equipment	Demonstrates ability to properly and safely use standard laboratory equipment without assistance.  Demonstrates thorough knowledge regarding proper selection of equipment for a given application/measurement based on accuracy of device.	Demonstrates ability to properly and safely use standard laboratory equipment with assistance.  Demonstrates general knowledge regarding proper selection of equipment for a given application/measurement based on accuracy of device.	Cannot demonstrate ability to properly and safely use standard laboratory equipment with assistance.  Does not demonstrate general knowledge regarding proper selection of equipment for a given application/measurement based on accuracy of device.	Did not complete assignment to demonstrate ability to properly and safely use standard laboratory equipment.  Did not demonstrate general knowledge regarding proper selection of equipment for a given application/measurement based on accuracy of device.
Care and maintenance of standard laboratory equipment  Demonstration and/or Presentation	Demonstrates a thorough understanding of the proper care and maintenance of standard laboratory equipment.  Presentation provided a detailed explanation of how to properly care for and maintain standard laboratory equipment following equipment manual guidelines.	Demonstrates a general understanding of the proper care and maintenance of standard laboratory equipment.  Presentation provided adequate information regarding the proper care and maintenance of standard laboratory equipment following equipment manual guidelines.	Does not demonstrate a clear understanding of the proper care and maintenance of standard laboratory equipment.  Presentation provided limited information regarding the proper care and maintenance of standard laboratory equipment. Did not follow equipment manual guidelines.	Did not complete assignment to demonstrate a clear understanding of the proper care and maintenance of standard laboratory equipment.  Presentation not prepared nor delivered.
Calibration/validation of standard laboratory equipment	Demonstrates ability to properly calibrate/validate standard laboratory equipment without assistance.  Demonstrates a thorough understanding of the importance of the calibration/validation procedure.	Demonstrates ability to properly calibrate/validate standard laboratory equipment with assistance.  Demonstrates a general understanding of the importance of the calibration/validation procedure.	Does not demonstrate ability to properly calibrate/validate standard laboratory equipment with assistance.  Does not understand the importance of the calibration/validation procedure.	Did not complete assignment to demonstrate ability to properly calibrate/validate standard laboratory equipment with assistance.  Did not understand the importance of the calibration/validation procedure.
Standard Operating Procedure (SOP) written for a specific piece of equipment  Follow and/or write (prepare)	Demonstrates ability to follow a detailed Standard Operating Procedure (SOP) for a specific piece of equipment and the manual as a reference.  Able to easily perform a specific task using the equipment following prepared SOP, including calibration if required.	Demonstrates ability to follow a Standard Operating Procedure (SOP) for a specific piece of equipment and the manual as a reference.  Able to perform a specific task using the equipment following prepared SOP, including calibration procedure if required.	Demonstrates limited ability to follow a Standard Operating Procedure (SOP) for a specific piece of equipment and the manual as a reference.  Difficulties encountered performing a specific task using the equipment following prepared SOP.	Did not follow a Standard Operating Procedure (SOP) for a specific piece of equipment nor the manual as a reference.  Did not perform a specific task using the equipment following prepared SOP.

**Course number and title: Biol 102A Biological Technology – Basic Techniques**

**SLO number and text:**

SLO #3: Ability to read, interpret and write laboratory documents, SOP, protocols and notebook documentation

**Assessment\*:** Students' ability to read, interpret and write laboratory documents, SOPs (standard operating protocols), protocols and notebook documentation is monitored and evaluated throughout the semester using a variety of assessment tools. The ability to read and interpret laboratory documents, including SOPs and protocols, are reflected in the quality of notebook documentation.

Proper notebook documentation is evaluated on completeness and the inclusion of sufficient detail such that the laboratory assignment and procedures could be replicated completely and accurately, and are ranked accordingly. Instructions for proper record-keeping and notebook documentation are included on the course syllabus, as well as the ranking system used for assessing notebooks, and are as follows:

Assignments properly documented so that the laboratory assignment and procedures **could** be replicated exactly following the notebook instructions to produce similar results (without additional information being provided) will be given an Exceeds Standards ranking and will receive a ✓+  
(Documentation includes a title, a purpose, materials and methods, data, results, and a conclusion)

Assignments properly documented so that the laboratory assignment and procedures **could** be replicated following the notebook instructions to produce similar results (without additional information being provided) will be given a Meets Standards ranking and will receive a ✓  
(Documentation does not include all recommended sections)

Assignments improperly documented so that the laboratory assignment and procedures **could not** be replicated following the notebook instructions to produce similar results (without additional information being provided) will be given a Needs Work ranking and will receive a ✓-

To determine if providing students with an additional and more detailed rubric would improve the ability of a student to document a laboratory assignment, documentation for a laboratory assignment was assessed before and after students were provided with the detailed rubric and instructed to read the rubric before documenting the assignment.

**Rubric:** Detailed rubric attached.

**Data\*:**

Total Students Assessed:   7  

Summary Table of Assessment Results:

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>					
<i><b>Before Detailed Rubric Provided</b></i> <i><b># Students (%)</b></i>			4 (57%)	3 (43%)	
<i><b>After Detailed Rubric Provided</b></i> <i><b># Students (%)</b></i>		1 (14%)	5 (71%)	1 (14%)	

Note: Ranking system used to assess notebooks:

Exceeds Standards (Accomplished), Meets Standards (Adequate), Needs Work (Developing)

**Analysis and Interpretation:**

Although, the instructions for proper record-keeping and notebook documentation are included on the course syllabus as well as the ranking system used for assessing notebooks, the detailed rubric provided additional information that several students appeared to have found informative.

The detailed rubric summarizes and highlights the specific guidelines for proper documentation presented by the instructor in a lecture and provided in supplementary handouts on proper notebook-keeping techniques.

Two out of the three students who received a lower score improved their score after being provided with the detailed rubric. The one student, who did not improve, may not have understood the written instructions to improve the documentation and may need additional assistance.

**Closing the Loop (Reflections on previous Recommendations):**

Previously, a new procedure that requires students to swap notebooks so that the students can evaluate their own performance in relation to their peers was



implemented. This peer review process not only allows the students to provide feedback and suggestions to fellow classmates regarding the quality of their notebook entries but also affords the students an opportunity to observe other students notebook keeping styles to improve their respective documentation skills.

A preliminary result of a trial of notebook swapping as a peer review process indicated that the quality of notebook documentation would be improved. During the trial, the students adopted a notebook documentation style more quickly and the completeness and timeliness of entries also improved. Subjectively, the students participating in the trial indicated that they learned valuable insights from the peer review process. As a result the peer review process has been continued as a teaching tool.

### **Recommendations for Improvement:**

Although, students are provided with a detailed description of how to properly keep and maintain a comprehensive laboratory notebook and are also shown several examples as well, initially students struggle with understanding how to enter their data in a comprehensive manner that would permit one to reproduce a documented laboratory procedure. As an instructional tool, students perform a peer review of classmates' notebooks so that the students can evaluate their own performance in relation to their peers. This peer review process allows the students to provide feedback and suggestions to fellow classmates regarding the quality of their notebook entries and assign scores based on the ranking system but also afford the students an opportunity to observe other students' notebook keeping styles to improve their own notebook documentation skills. Note: Peer review of notebooks was performed on a previous assignment before detailed rubric was provided so the improvements observed may result from a combination of both methods of additional instruction.

Although peer review of notebooks has proven to be an effective teaching tool, providing students with a notebook entry that has been evaluated by the instructors following the detailed rubric as a sample may provide additional information that some students will find useful and achieve success with the learning objective.

### **Resource Needs:**

Score	5 (3)	3 (2)	1 (1)	0
Ranking Levels / Criteria for laboratory notebook documentation	Exceeds Standards ✓+	Meets Standards ✓	Does Not Meet Standards ✓- (Needs Work/Improvement)	Not Attempted (Not Completed)
Table of Contents or Index	Titles of all assignments are recorded in Table of Contents and the page(s) and dates are listed.	Titles of most assignments are recorded in Table of Contents and the page(s) and dates are listed.	Titles of a few assignments are recorded in Table of Contents and the page(s) and dates are listed.	Titles of incomplete assignment(s) are not recorded in Table of Contents and the page(s) and dates are not listed.
Completeness/thoroughness of documentation	Assignments properly documented so that the laboratory assignment and procedures could be replicated <u>exactly</u> following the notebook instructions to produce similar results without additional information being provided.	Assignments properly documented so that the laboratory assignment and procedures could be replicated following the notebook instructions to produce similar results without additional information being provided.	Assignments improperly documented so that the laboratory assignment and procedures could not be replicated exactly following the notebook instructions to produce similar results without additional information being provided.	Assignment(s) are not documented in the laboratory notebook.
Correct format	Documentation for specific assignments includes all recommended sections: a title, a purpose, materials and methods, data, results, and a conclusion.	Documentation for specific assignments does not include all recommended sections.	Documentation for specific assignments does not include most of the recommended sections.	Documentation for specific assignments does not include any of the recommended sections.
Legible and organized data entries	Notebook entries are legible, very well organized, with attention to detail demonstrated. Followed instructions to properly tape in materials including initials, date, and NWUI to indicate no writing under insert.	Notebook entries are legible, well organized, with some attention to detail demonstrated. Followed instructions to properly tape in materials including initials, date, and NWUI to indicate no writing under insert.	Notebook entries are difficult to read, disorganized, and lacks attention to details. Did not follow instructions to properly tape in materials and did not include initials, date, and/or NWUI to indicate no writing under insert.	Notebook entries are not included in the lab notebook. Did not follow instructions to properly tape in materials and did not include initials, date, and/or NWUI to indicate no writing under insert.
Timeliness of data entry	Notebook entries are directly written in the notebook at the time the laboratory assignment is performed. Notebook entries for each laboratory assignment are dated and in chronological order. Includes proper cross referencing between assignments.	Notebook entries are written at the time the laboratory assignment is performed. An occasional entry is written on notepaper and taped onto a page in the lab notebook. Notebook entries for each laboratory assignment are dated and in chronological order. Includes proper cross referencing between assignments.	Notebook entries are not written at the time the laboratory assignment is performed. Notebook entries for laboratory assignments are not properly dated and are not in chronological order. Does not include proper cross referencing between assignments.	Assignment(s) not completed and therefore are not documented in notebook.

## **Course number and title: Biol 102D Biological Technology - Laboratory Internship**

### **SLO number and text:**

SLO #3: Demonstrate ability to recognize and operate with best practices of SCANS (Secretary's Commission on Achieving Necessary Skills) in an actual work site.

**Assessment\*:** SCANS skills that include a three-part foundation of fundamental skills (basic skills, thinking skills, and personal qualities) and five workplace competencies (resources, interpersonal, information, systems, and technology) have been determined to be necessary to succeed in a high-skill, high-wage place of employment. The Biotechnology Program curriculum is designed to enable students to develop high performance employability skills needed to succeed in a laboratory environment.

Students are eligible to apply for an internship after successfully completing BIOL 102B or BIOL 102C. As an internship readiness process for local biotech start-up companies, students attend an Internship Training Opportunity for Students as a volunteer. The training opportunity involves the preparation of solutions, reagents, and laboratory materials for a high school biotechnology outreach program. In addition, the students assist with the training activities and mentor the participating high school students. The students are evaluated by the Lab Director of the facility where the training activity is held and which houses start-up biotech companies for internship readiness by observing their overall performance including employability skills such as engagement in task being performed and effective communication with others. An evaluation form is used to record observations for potential interns. Note: only students who demonstrate Mastery in the SLO are accepted and kept on as interns by the Lab Director.

### **Rubric:**

The rubric used to assess the SCANS skills is as follows:

Evaluation Criteria to Assess SCANS Skills			
Ranking levels	Exceeds Standards ✓+	Meets Standards ✓	Does Not Meet Standards ✓- (Needs Work/Improvement)
Criteria	Demonstrates a particular ability and can mentor others	Demonstrates ability and has limited mentoring ability	Cannot demonstrate ability even with mentoring

**Data\*:**Total Students Assessed:   1  

## Summary Table of Assessment Results

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	1				

Note: Ranking system used to assess SCANS skills:

Exceeds Standards (Mastery/Accomplished), Meets Standards (Adequate), Needs Work (Developing)

**Analysis and Interpretation:** The Biotechnology Program curriculum is designed to enable students to develop high performance employability skills needed to succeed in a laboratory environment. The core curriculum comprises a set of biotechnology courses that include instruction and hands-on training in general laboratory skills, advanced DNA and protein techniques, and mammalian cell culture procedures. The biotechnology courses are taught in a working laboratory setting which allows the students to learn more than just core competencies as it trains them to work in a research laboratory environment. Participation in the Biotechnology Program and successful completion of the prerequisites for the BIOL 102D internship course prepares students for the internship.

**Closing the Loop (Reflections on previous Recommendations):**

Previously, students who may have not demonstrated internship readiness have required additional laboratory training or opportunities to work in a laboratory environment to improve their employability skills.

**Recommendations for Improvement:** Provide specific guidance to the students regarding employability skills necessary for successful employment specifically in the biotechnology industry by arranging to have a guest speaker who is knowledgeable about employability skills and the job/internship recruiting process. As part of the CIRM Bridges to Stem Cell Research Internship Program at PCC, a Stem Cell Career Opportunities workshop is arranged for the participants. The workshop activities include a presentation that is given by a recruiting specialist on “Strategies for Successfully Applying for Employment Opportunities”. Arranging a similar workshop for biotechnology students during the program would help students to learn about successful strategies for applying for employment and internship opportunities in the biotechnology industry.

**Resource Needs:**

1

	5. Demonstrate ability to access and use the Internet				
	6. Demonstrate ability to prepare and distribute communications by e-mail				
	7. Demonstrate ability to produce Standard Operation Procedures (SOP)				
Oral communication skills					
	1. Demonstrate ability to produce and deliver an appropriate oral presentation for the following:				
	a) job interview				
	b) staff meeting presentation				
	2. Demonstrate ability to produce a professional e-mail message				
Demonstrate ability to manage time effectively					
	1. Demonstrate ability to prioritize tasks				
	2. Demonstrate proper attendance record				
Demonstrate appropriate preparation in advance of lab protocol use					
Demonstrate ability to dress and behave in a professional manner					
Demonstrate ability to understand the meaning of confidentiality					
Demonstrate ability to respect the privacy of others					
Demonstrate ability to accept criticism					
Demonstrate ability to deal with others' mistakes in a productive manner					

# SLO Performance Report

by SLO

*A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.*

*This report presents the number and percent of assessment scores at each mastery level for each student learning outcome.*

BUS

Date: 10/07/2015

Courses: All Courses

SLOs: ISLOs

Terms: Spring 2015, Fall 2014, Spring 2014

SLO: 1.1 - Reading: Read and comprehend written material critically and effectively at the appropriate program level.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.2 - Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.3 - Listening: Listen actively, respectfully, and critically.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.4 - Creative Communication: Create or communicate through speech, music, art, and/or performance.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 2.1 - Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 2.2 - Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	9	17.65%	20	39.22%	22	43.14%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	9	17.65%	20	39.22%	22	43.14%	0	0.00%	0	0.00%

**SLO: 2.3 - Quantitative Reasoning: Use Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.1 - Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.2 - Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.3 - Technological Literacy: Apply technology effectively to locate, interpret, organize, and present information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 4.1 - Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%



**SLO: 4.2 - Effective Citizenship: Demonstrate an understanding of the requirements for being a informed, ethical, and active citizen of the local community, California, the nation, and the world.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 5.1 - Awareness of Mind and Body : Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 5.2 - Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

# SLO Performance Report

by SLO

*A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.*

*This report presents the number and percent of assessment scores at each mastery level for each student learning outcome.*

BUS

Date: 10/07/2015

Courses: All Courses

SLOs: ISLOs

Terms: Spring 2015, Fall 2014, Spring 2014

SLO: 1.1 - Reading: Read and comprehend written material critically and effectively at the appropriate program level.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.2 - Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.3 - Listening: Listen actively, respectfully, and critically.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 1.4 - Creative Communication: Create or communicate through speech, music, art, and/or performance.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 2.1 - Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 2.2 - Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	9	17.65%	20	39.22%	22	43.14%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	9	17.65%	20	39.22%	22	43.14%	0	0.00%	0	0.00%

**SLO: 2.3 - Quantitative Reasoning: Use Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.1 - Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.2 - Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 3.3 - Technological Literacy: Apply technology effectively to locate, interpret, organize, and present information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 4.1 - Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 4.2 - Effective Citizenship: Demonstrate an understanding of the requirements for being a informed, ethical, and active citizen of the local community, California, the nation, and the world.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 5.1 - Awareness of Mind and Body : Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SLO: 5.2 - Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

## Bus 114: Business Mathematics

**SLO #1:** The student will achieve mastery and confidence working with whole numbers, fractions, and percents so that they can use these skills in everyday situations to reconcile bank statements, read financial tables to calculate loan rates and house payments, develop a personal budget, determine house and credit card payments, verify pay check etc.

**Assessment:** The Final Exam for Bus 114 is a comprehensive exam with questions that measure all the skills identified in the SLO listed above.

**Rubric:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements
- Good (70 to 79%) – student met minimum requirements
- Below (0 to 69%) – student did not meet minimum requirements

**Data:**

Term	Above	Good	Below
Fall 2014			
Spring 2015			

**Analysis of Results:** The SLOs for this course were not assessed during the 2014-2015 academic year. The Business Math faculty have developed a process for assessing the course SLOs so that the course can be included in the Annual Assessment Report for the 2015-2016 academic year.

**Closing the Loop (Reflections on previous Recommendations):** The SLOs for this course were not assessed during the previous academic year.

**Recommendations for Improvement:** This course has been reviewed, and SLOs and content have been updated to meet state compliance and content standards for the programs in which it supports. The Business Math faculty have developed a process for assessing the course SLOs so that the course can be included in the Annual Assessment Report for the 2015-2016 academic year.

**Resource Needs:**

- A lab staffed with instructional aides who can assist students with assignments.
- A lab that includes hardware, software, and Internet connectivity for access to content related sites, and which also offers space and resources for small-group collaboration.

## Bus 115: Business Algebra

**SLO #1:** Simplify arithmetic expressions through order of operations with positive and negative numbers.

**Assessment:** In small groups, students will complete three order of operation problems. Each group will be present the problems to the class.

**Rubric:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements by presenting problems to class clearly and accurately, and assisted classmates with mastery.
- Good (70 to 79%) – student met minimum requirements by presenting problems to class accurately.
- Below (0 to 69%) – student did not meet minimum requirements or did not participate in activity.

**Data:**

Term	Above	Good	Below
Fall 2014			
Spring 2015			

**Analysis of Results:** The SLOs for this course were not assessed during the 2014-2015 academic year because it was not offered.

**Closing the Loop (Reflections on previous Recommendations):** The SLOs for this course were not assessed during the previous academic year because it was not offered.

**Recommendations for Improvement:** This course has not been offered for quite a number of years. Since it is no longer required or recommended in any programs, it is being archived.

**Resource Needs:**

- A lab staffed with instructional aides who can assist students with assignments.
- A lab that includes hardware, software, and Internet connectivity for access to content related sites, and which also offers space and resources for small-group collaboration.

## Bus 14A: Mathematical Analysis for Business – Finite

**SLO #5:** The student will be able to use linear programming techniques to determine a company's optimum production.

**Assessment:** The Final Exam for Bus 14A is a comprehensive exam with questions that measure all the skills identified in the SPOs for the course including linear programming.

**Rubric:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements
- Good (70 to 79%) – student met minimum requirements
- Below (0 to 69%) – student did not meet minimum requirements

**Data:**

Term	Above	Good	Below
Fall 2014			
Spring 2015	38%	21%	41% (23% of these students did not complete the assessment)

**Analysis of Results:** The SLO for this course was not assessed during Fall 2014. The Business Math faculty looked at the Final Exam which is a comprehensive test for assessing the course SLO during Spring 2015.

**Closing the Loop (Reflections on previous Recommendations):** The SLOs for this course were not assessed during the previous academic year.

**Recommendations for Improvement:** This course has been reviewed, and SLOs and content have been updated to meet state compliance and content standards for the programs in which it supports. The Business Math faculty have developed a process for assessing the course SLOs so that the course can be included in the Annual Assessment Report for the 2015-2016 academic year.

**Resource Needs:**

- A lab staffed with instructional aides who can assist students with assignments.
- A lab that includes hardware, software, and Internet connectivity for access to content related sites, and which also offers space and resources for small-group collaboration.

## Bus 14B: Mathematical Analysis for Business – Calculus

**SLO #20:** The student will be able to calculate definite integrals by using the Fundamental Theorem of Calculus.

**Assessment:** The Final Exam for Bus 14B is a comprehensive exam with questions that measure all the skills identified in the SLO listed above.

**Rubric:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements
- Good (70 to 79%) – student met minimum requirements
- Below (0 to 69%) – student did not meet minimum requirements

**Data:**

Term	Above	Good	Below
Fall 2014			
Spring 2015	51%	30%	19% (7% of these students did not complete the assessment)

**Analysis of Results:** The SLO for this course was not assessed during Fall 2014. The Business Math faculty looked at the Final Exam which is a comprehensive test for assessing the course SLO during Spring 2015.

**Closing the Loop (Reflections on previous Recommendations):** The SLOs for this course were not assessed during the previous academic year.

**Recommendations for Improvement:** This course has been reviewed, and SLOs and content have been updated to meet state compliance and content standards for the programs in which it supports. The Business Math faculty have developed a process for assessing the course SLOs so that the course can be included in the Annual Assessment Report for the 2015-2016 academic year.

**Resource Needs:**

- A lab staffed with instructional aides who can assist students with assignments.
- A lab that includes hardware, software, and Internet connectivity for access to content related sites, and which also offers space and resources for small-group collaboration.



## Stat 15: Business Mathematics

**SLO #3:** The student will include an understanding of the assumptions and methodologies required to correctly sample a population, and learn to construct the “best” estimates for population parameters, to make decisions in the presence of uncertainty, to determine the relationships between variables, and to prepare equations that represent historical relationships and can be used to forecast future trends.

**Assessment:** The Final Exam for Stat 15 is a comprehensive exam with questions that measure all the skills identified in the SLO listed above.

**Rubric:** The student results of the assignment were divided into three competency categories:

- Above (80 to 100%) – student exceeded requirements
- Good (70 to 79%) – student met minimum requirements
- Below (0 to 69%) – student did not meet minimum requirements

**Data:**

Term	Above	Good	Below
Fall 2014			
Spring 2015			

**Analysis of Results:** This course has not been offered for a number of years and therefore the SLOs for this course were not assessed during the 2014-2015 academic year.

**Closing the Loop (Reflections on previous Recommendations):** The SLOs for this course were not assessed during the previous academic year.

**Recommendations for Improvement:** This course has been reviewed, and SLOs and content have been updated to meet state compliance and content standards for the programs in which it supports. Stat 15 is planned to be offered again in Fall 2016. The Business Math faculty will be developing a process for assessing the course SLOs so that the course can be included in the Annual Assessment Report for the 2016-2017 academic year.

**Resource Needs:**

- A lab staffed with instructional aides who can assist students with assignments.
- A lab that includes hardware, software, and Internet connectivity for access to content related sites, and which also offers space and resources for small-group collaboration.

# Business Administration Annual Assessment Report Fall 2014 – Spring 2015

**Course:** Business 2 Personal Finance Fall 2014

**SLO #1:** Design a consumer-focused plan for evaluating consumer purchasing preferences.

**Assessment:** The Midterm was a 2-page spreadsheet comparison of three stores, showing pricing and quality of at least five features a consumer would want to consider, before purchasing a large item like a laptop

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4 Student completes the report thoroughly.
- 3 Student completes the report with minor omissions.
- 2 Student completes the report adequately.
- 1 Student completes the report partially.
- 0 Student does not complete the report.

**Data:** Following is the result of 75 Business 2 students, in two sections, who completed the assessment:

74.0%	55	students	completed the report thoroughly.
8.0%	6	students	completed the report with minor omissions.
0.0%	0	students	completed the report adequately
1.0%	1	student	completed the report partially.
17.0%	13	students	did not complete the report.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (75 students)	74.0% 55	8.0% 6	0.0% 0	1.0% 1	17.0% 13

**Analysis:** Students conducted thorough research via the Internet and by visiting various business establishments. Those who had the better writing skills received the best grades, although English writing skill was only part of the requirements of this assignment.

**Recommendations for Improvement:** A deeper comparison of the quality and price of merchandise could be made, with charts showing percentage increases and decreases.

**Resource Requests:** Use of a computer lab, so students can design the spreadsheet they will use to track expenses.

**SLO #1:** Upon successful completion of this course, the student should know the 4 Ps of the marketing mix and be able to work well together on a team project.

**Assessment:** Your team will develop a business plan for a small start-up business. The final written plan should be between 10 and 12 pages (including the cover page and table of contents page) and must include an executive summary, business description, product or service description, competitive and market analysis, a marketing plan, a location and labor analysis and a loan or investment proposal. The executive summary should be written last, after the remainder of the plan is developed. On the last day of class, each team will present their business plan to the class in a 10-12 minute presentation. The business plan and presentation are worth 200 points.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4** All sections of the report are complete, demonstrating that extensive research was completed. All team members participated actively in the development of the report and in the team presentation. The report is formatted in a professional manner.
- 3** The report is complete but some sections may not be based on valid business research. Team members participated in the development of the report and in the team presentation.
- 2** Some sections of the report are incomplete or the team presentation was not organized.
- 1** Some sections of the report are incomplete, the team presentation was not organized, and the report was not professionally formatted.
- 0** Many sections of the report were omitted or the student did not participate.

**Data:** Following is the result of 27 Business 9 students, in one section, who completed the assessment:

<b>37.1%</b>	10	students	completed the report thoroughly.
<b>25.9%</b>	7	students	completed the report with minor omissions.
<b>11.1%</b>	3	students	completed the report adequately
<b>11.1%</b>	3	students	completed the report partially.
<b>14.8%</b>	4	students	did not complete the report.

<b>Score</b>	<b>4 Mastery</b>	<b>3 Accomplished</b>	<b>2 Adequate</b>	<b>1 Developing</b>	<b>0 Inadequate</b>
Percent (27students)	37.1% 10	25.9% 7	11.1% 3	11.1% 3	14.8% 4

**Analysis of Results:** In this section, 63% of the students in the class did very well to outstanding on the business plan project. This project encompasses almost all material covered in the course and challenges students to apply basic business concepts to a real world situation. Students were highly engaged within their groups when provided with opportunities to work on

the project in class. It is likely that the 37% who scored in the lower end of the rubric did not spend sufficient time outside of class to develop their business plans. This was evident during in-class project development time as these groups were less organized and less prepared.

**Recommendations for Improvement:** I recommend expanding the SLO to reference the scope of the business plan. This will give students a better sense of the importance of the project. For example: In a team environment, develop a product or service idea and then formulate a professional business plan that incorporates the elements of the marketing mix for the product or service.

**Resource Requests:** None

**Course: Business 10 Introduction to Management Fall 2014**

**SLO #1:** Identify and describe the functions of management including planning, organizing, staffing, directing and controlling.

**Assessment:** (The official SLO is “Know the five functions of Management, but I changed it to just four functions because the book I am using only includes four functions of management.) I obtained this data through having students list as many of the four functions of management that they could on a sheet of paper.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4** Student lists all four functions correctly
- 3** Student lists 3 functions correctly
- 2** Student lists 2 functions correctly
- 1** Student lists 1 function correctly.
- 0** Student does not lists any of the four functions correctly.

**Data:** Following is the result of 28 Business 9 students, in one section, who completed the assessment:

<b>22.0%</b>	6	students	listed all four functions correctly.
<b>48.0%</b>	13	students	listed 3 functions correctly.
<b>13. 0%</b>	4	students	listed 2 functions correctly.
<b>12.0%</b>	3	student	listed only 1 function correctly.
<b>5.0%</b>	2	students	did not list any of the four functions correctly.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (28 students)	22.0% 6	48.0% 13	13.0% 4	12.0% 3	5.0% 2

**Analysis of Results:** The data I collected were very valid and reliable.

**Recommendations for Improvement:** I think my assessment process is very good as it is. I should mention the four functions of management more often in my class.

**Resource Requests:** None

**Course: BUSINESS 11A Business Communications**

**Fall 2014**

**SLO #1:** Plan various types of business letters, memos, and emails, applying appropriate writing principles, psychology, and language.

**Assessment:** Students are required to write business messages which show competence in writing skill

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4** Student completes the message thoroughly.
- 3** Student completes the message with minor omissions.
- 2** Student completes the message adequately.
- 1** Student completes the message partially.
- 0** Students does not complete the message.

**Data:** Following is the results of 30 Business 11A students who were enrolled in one section and completed the assessment:

**87.0%** 26 students completed the message thoroughly  
**13.0%** 4 students completed the message with minor omissions.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (30 students)	87.0% 26	13.0% 4	0.0% 0	0.0% 0	0.0% 0

**Analysis:** Of the 30 students who produced two business messages during the semester 89% and 82% received a score of 80% or better.

**Recommendations for Improvement:** Spend additional time preparing a writing plan before composing a business letter.

**Resource Requests:** More time in a computer classroom so students could begin their product with instructor supervision.

## **Course: Business 16 Business Computations Utilizing Technology Fall 2014**

**SLO #1:** Utilize whole numbers, fractions, decimals, percentages to solve applicable business problems.

**Assessment:** Students take a 50 problem comprehensive final exam. The papers are scored using the attached rubric.

**Rubric:** The rubric used was on a 0 – 5 scale which corresponds as follows:

Level	Description	Characteristics
5	Mastery 90% and above	Solution is correct and clearly stated. All essential steps are shown, are readable, and are in logical order.
4	Accomplished 80% and above	Solution is substantially correct. Minor arithmetic errors occur. Most essential steps are shown.
3	Adequate 70% and above	Solution is flawed but basically correct. Mathematical tools are appropriate but incorrectly applied. Some essential steps are not clearly stated or are omitted.
2	Developing 60% and above	Solution is attempted but significant errors occur. Mathematical tools are inappropriate or incorrectly applied. Some essential steps are omitted.
1	Inadequate Below 60%	Solution is omitted or an answer is given with no supporting evidence.
0	No Attempt Made	Student did not take the exam.

**Data:** Two sections of Business 16 were offered in fall 2014 and one section was assessed. A total of 29 students were enrolled in the course. A total of 29 students completed the final exam. 25 students scored in the 90-100% range, 3 students scored between 80-89%, 1 student scored between 70-79% and no students scored below 70%.

86.20%	25	students	scored between 90-100%
10.34%	3	students	scored between 80-89%
3.44%	1	students	scored between 70-79%

Score	5 Mastery	4 Accomplished	3 Adequate	2 Developing	1 Inadequate	0 No Attempt Made
Percent (29 students)	25 86.20%	3 (10.34%)	1 (3.44%)	0	0	0

**Analysis:** As evidenced by the scores, all students (100%) scored at 70% and above on the

comprehensive exam. A total of 96.55% (28 students) scored at Accomplished or Mastery level on the exam.

**Recommendations:** The two faculty members who teach this course feel that the intended outcome is being met. The course materials were updated in spring 2014 and problems used on the final exam were from a standardized test prepared by vendor. We will reassess the outcome again in the spring 2015 to see if the new materials provide continued improvement on the overall test scores. As the success rate was very high, for the next evaluation cycle, we will consider raising the level for our criteria for success.

**Review Method:** A rubric is used in this review.

**Closing the Loop:** Two sections of Business 16 were assessed in during academic year 2014-2015 and there was an improvement with the test scores. The students and the instructors feel that the textbook covers the material well and that the instructions/directions are clear. The two instructors collaborated on a Practice Test for students to use to prepare for the Final Exam, which may also contribute to the overall improvement.

**Resource Requests:** We need to have access to Excel and the Internet on the iPads which were purchased for the class.



**SLO #1:** Write a paper which utilizes grammar principles covered in the class.

**Assessment:** To get the data, I evaluated the students' performance on a paper which showed how well they utilized grammar principles covered in the class.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

4	Mastery Level
3	Accomplished
2	Adequate
1	Developing
0	Inadequate

**Data:** Following is the result of 27 Business 112 students, in one section, who completed the assessment:

22.0%	6	students	demonstrated mastery level
38.0%	10	students	demonstrated accomplished level
16.0%	4	students	demonstrated adequate level
22.0%	6	students	demonstrated developing level
3.0%	1	student	demonstrated inadequate level

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (27 students)	22.0% 6	38.0% 10	16.0% 4	22.0% 6	3.0% 1

**Analysis:** The data I collected was very reliable because I could see how well the students utilized the grammar principles covered in the class through their grammatical performance on a paper.

**Suggestions for Improvement:** I think my assessment process is quite good as it is. In the future, I will go over the homework more slowly and spend more time on the later, more challenging chapters.

**Resource Requests:** None

**Course:**                      **Business 2**                      **Personal Finance**                      **Spring 2015**

**SLO #2:** Categorize expenditures in analyzing personal monthly budgets for reaching financial goals.

**Assessment:** The final examination was a month-long budget, which required students to record and analyze their spending patterns. They designed a spreadsheet and labeled the columns (housing, food, car, etc.) based on their budgetary spending expectations.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4**        Student completes the report thoroughly.
- 3**        Student completes the report with minor omissions.
- 2**        Student completes the report adequately.
- 1**        Student completes the report partially.
- 0**        Students does not complete the report.

**Data:** Following is the results of 27 Business 2 students, in one section, who completed the assessment:

<b>89.0%</b>	24	students	completed the report thoroughly.
<b>4.0%</b>	1	student	completed the report with minor omissions.
<b>7.0%</b>	2	students	completed the report adequately.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (27 students)	89.0% 24	4.0% 1	7.0% 2	0.0% 0	0.0% 0

**Analysis:** The results are reasonable because the students had different budget criterion and recorded their spending individualistically. They had to analyze their personal values and whether their spending led them in this direction.

**Recommendations for Improvement:** A discussion would be helpful, about personal values, before they started the project. Students could then see if their spending lined up with their personal values at month's end.

**Resource Requests:** Use of a computer lab, so students can design the spreadsheet they will use to track expenses

**SLO #2:** Work well together on a team project.

**Assessment:** The student's final group project (Business Plan) preparation and in class presentations were evaluated to see how well they understood the material in class, how well they worked together and how effective, comprehensive and convincing the overall project turned out to be.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

<b>4</b>	Mastery Level
<b>3</b>	Accomplished
<b>2</b>	Adequate
<b>1</b>	Developing
<b>0</b>	Inadequate

**Data:** Following is the results of 38 Business 9 students, in one section, who completed the assessment:

<b>22.0%</b>	6	students	completed the plan at the mastery level.
<b>48.0%</b>	18	students	completed the plan at the accomplished level.
<b>13.0%</b>	5	students	completed the plan at the adequate level.
<b>12.0%</b>	5	students	completed the plan at the developing level.
<b>5.0%</b>	2	student	completed the plan at the inadequate level.

<b>Score</b>	<b>4 Mastery</b>	<b>3 Accomplished</b>	<b>2 Adequate</b>	<b>1 Developing</b>	<b>0 Inadequate</b>
Percent (38 students)	22.0% 8	48.0% 18	13.0% 5	12.0% 5	5.0% 2

**Analysis:** For this outcome student performance is satisfactory.

**Recommendation for Improvement:** Possible improvements can be made by incorporating certain elements of campus wide inter-disciplinary and cross-curricular activities to these team projects.

**Resource Requests:** None

**SLO #2:** Describe the components of each of the functions of management.

**Assessment:** I obtained this data through having students list as many of the skills of management that they could on a sheet of paper.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4** Student lists all four skills of management correctly
- 3** Student lists 3 skills of management correctly
- 2** Student lists 2 skills of management correctly
- 1** Student lists 1 skill of management correctly.
- 0** Student does not lists any of the four skills of management correctly.

**Data:** Following is the result of 32 Business 10 students, in one section, who completed the assessment:

<b>64.0%</b>	21	students	listed all four skills correctly.
<b>6.0%</b>	2	students	listed 3 skills correctly.
<b>3.0%</b>	1	student	listed 2 skills correctly.
<b>26.0%</b>	8	students	listed only 1 skill correctly.
<b>0.0%</b>	0	students	did not list any of the four skills correctly.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent	64.0%	6.0%	3.0%	26.0%	0.0%
(28 students)	21	2	1	8	0

**Analysis of Results:** The data I collected were very valid and reliable.

**Recommendations for Improvement:** I think my assessment process is very good as it is. I should mention the four skills of management more often in my class.

**Resource Requests:** None

**SLO #2:** Synthesize research into a business presentation.

**Assessment:** An oral report is required for BUS 11A, where teams of 3-5 students research a topic related to Business Communications. They formulate this research into a 10-15 slide show for the entire class.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

- 4** Student completes the presentation thoroughly.
- 3** Student completes the presentation with minor omissions.
- 2** Student completes the presentation adequately.
- 1** Student completes the presentation partially.
- 0** Student does not complete the presentation.

**Data:** Following is the result of 24 Business 11A students, enrolled in one section, who completed the assessment:

96.0%	23	students	completed the report thoroughly.
0.0%	0	students	completed the report with minor omissions.
0.0%	0	students	completed the report adequately.
0.0%	0	students	completed the report at the developing stage.
4.0%	1	student	did not complete the report.

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (24 students)	96.0% 23	0.0% 0	0.0% 0	0.0% 0	4.0% 1

**Analysis:** The results are reasonable because the majority of students gave excellent and informative presentations. The attractive use of design, builds, and transitions made for an engaging slide show.

**Recommendations for Improvement:** More class time could be given to allow groups the opportunity to prepare an outline together and divide the presentation tasks.

**Resource Requests:** Use of a computer lab, so students can research on the Internet and begin their slide show layout.

## **Course: Business 16 Business Computations Utilizing Technology Fall 2014**

**SLO #2:** Analyze word problems and choose the appropriate applications leading to the solutions.

**Assessment:** Students take a 50 problem comprehensive final exam. The papers are scored using the attached rubric. 10 of the questions are word problems.

**Rubric:** The rubric used was on a 0 – 5 scale which corresponds as follows:

Level	Description	Characteristics
5	Mastery 90% and above	Solution is correct and clearly stated. All essential steps are shown, are readable, and are in logical order.
4	Accomplished 80% and above	Solution is substantially correct. Minor arithmetic errors occur. Most essential steps are shown.
3	Adequate 70% and above	Solution is flawed but basically correct. Mathematical tools are appropriate but incorrectly applied. Some essential steps are not clearly stated or are omitted.
2	Developing 60% and above	Solution is attempted but significant errors occur. Mathematical tools are inappropriate or incorrectly applied. Some essential steps are omitted.
1	Inadequate Below 60%	Solution is omitted or an answer is given with no supporting evidence.
0	No Attempt Made	Student did not take the exam.

**Data:** Two sections of Business 16 were offered in spring 2015 and one section was assessed. A total of 26 students were enrolled in the course. A total of 26 students completed the final exam. 25 students scored in the 90-100% range, 3 students scored between 80-89%, 1 student scored between 70-79% and no students scored below 70%.

88.46%	23	students	scored between 90-100% on the word problems
7.69%	2	students	scored between 80-89% on the word problems
3.85%	1	student	scored between 70-79% on the word problems

Score	5 Mastery	4 Accomplished	3 Adequate	2 Developing	1 Inadequate	0 No Attempt Made
Percent (26 students)	23 88.46%	2 (7.69%)	1 (3.85%)	0	0	0

**Analysis:** As evidenced by the scores, all students (100%) scored at 70% and above on the word problems section of the comprehensive exam. A total of 96.15% (25 students) scored at Accomplished or Mastery level on the word problem section of the exam.

**Recommendations:** The two faculty members who teach this course feel that the intended outcome is being met. The course materials were updated in spring 2014 and problems used on the final exam were from a standardized test prepared by vendor. We will reassess the outcome again in the fall 2015 to see if the new materials provide continued improvement on the overall test scores. As the success rate was very high, for the next evaluation cycle, we will consider raising the level for our criteria for success.

**Review Method:** A rubric is used in this review.

**Closing the Loop:** Two sections of Business 16 were assessed during this academic cycle and there was an improvement with the test scores. The students and the instructors feel that the textbook covers the material well and that the instructions/directions are clear. The two instructors collaborated on a Practice Test for students to use to prepare for the Final Exam, which may also contribute to the overall improvement.

**Resource Requests:** We need to have access to Excel and the Internet on the iPads which were purchased for the class.

**SLO #1:** Write a paper which utilizes grammar principles covered in the class.  
(There is only one Student Learning Outcome listed on the Course Outline of Record)

**Assessment:** To get the data, I evaluated the students' performance on a paper which showed how well they utilized grammar principles covered in the class.

**Rubric:** The rubric used was on a 0 – 4 scale which corresponds as follows:

4	Mastery Level
3	Accomplished
2	Adequate
1	Developing
0	Inadequate

**Data:** Following is the result of 23 Business 112 students, in one section, who completed the assessment:

13.0%	3	students	demonstrated mastery level
39.0%	9	students	demonstrated accomplished level
26.0%	6	students	demonstrated adequate level
22.0%	5	students	demonstrated developing level
0.0%	0	student	demonstrated inadequate level

Score	4 Mastery	3 Accomplished	2 Adequate	1 Developing	0 Inadequate
Percent (23 students)	13.0% 3	39.0% 9	26.0% 6	22.0% 5	0.0% 0

**Analysis:** The data I collected was very reliable because I could see how well the students utilized the grammar principles covered in the class through their grammatical performance on a paper.

**Suggestions for Improvement:** I think my assessment process is quite good as it is. In the future, I will emphasize that I will be assessing the students' performance on the Student Learning Outcome at the end of the semester. Also, I will spend more time on the later more challenging chapters.

**Resource Requests:** None



## CHEM 22 - SLO #1

## Scorecard

CHEM

Course: CHEM022 - INTRODUCTORY CHEMISTRY

Section: 1734

Student	SLO	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	N/A
		4	3	2	1	0	N/A
Armstorff, Genevieve	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			
Bennett, Jason	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.				X		
Cisneros, Fatima	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.		X				
Cruz, Sylvia	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.	X					
Dang, Co	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			

Student	SLO	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	N/A
		4	3	2	1	0	N/A
Diep, Luan	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.						X
Enriquez Villegas, Joselene	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.	X					
Fabian, Cristian	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.						X
Gama, Christian	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			
Kao, Hsuan-Man	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			
Kim, Jeong Eun	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			
Le-Nghiem, Lan Anh	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			

Student	SLO	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	N/A
		4	3	2	1	0	N/A
Londono, David	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.				X		
Luo, Xiao	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.		X				
Ma, My	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.	X					
Mkrtchyan, Andrew	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.		X				
Nguyen, Robert	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.						X
Parra, Candace	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.						X
Ramirez, Edward	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.		X				

Student	SLO	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	N/A
		4	3	2	1	0	N/A
Reyes, Geovanny	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.	X					
Rivera, Felipe	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.			X			
Salazar, Christopher	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.					X	
Sivilay, Julie	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.				X		
Truong, Chau	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.	X					
Valencia, Luis	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.				X		
Vega-Fujioka, Anthony	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.						X

Student	SLO	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	N/A
		4	3	2	1	0	N/A
Vitela Morales, Robert	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.				X		
Wang, Jacqueline	CHEM 22 SLO #1 Demonstrate understanding of basic chemical concepts such as bonding, atomic structure, intermolecular forces, behavior of gases, etc.		X				
Total		5	5	7	5	1	5

**Course number and title:** Chemistry 1A General Chemistry 1

**SLO number and text:** #1- Apply critical thinking skills to solve problems related to matter and the changes matter undergoes.

**Assessment\*:** Students were given the American Chemical Society General Chemistry First-Semester Examination as their final exam for the course.

**Rubric:**

ACS Gen Chem 1 Final Exam Score

Mastery = 60+ (86%)

Accomplished = 52+ (74%)

Adequate = 42+ (60%)

Developing = 35+ (50%)

Inadequate = 0+ (0%)

**Data\*:**

Score	4	3	2	1	0
Percent (218 students)	9%	18%	28 %	21%	24%

**Analysis and Interpretation:**

The ACS exam is a nationally administered survey that has undergone rigorous testing for accuracy and validity. Overall, we have confidence that the survey does a good job of assessing student content skills in chemistry. However, this assessment does not assess student critical thinking and problem-solving skills. Our attempt to assess these skills this semester was stalled due to time constraints. However, we have developed instruments for assessing these skills that we plan to use in future semesters.

There were a significant number of students in the inadequate category- this may have been due to an adjustment period for a new active-learning curriculum that was introduced in some of the sections. More students ended up in the inadequate column for these sections this semester. However, analysis of two of the sections of the active-learning approach that took place the semester after this assessment indicates significant improvement in student performance comparable to the performance of the traditional sections.

**Closing the Loop (Reflections on previous Recommendations):**

This is a revised version of the SLO from previous assessment cycles. Overall, we found this revised SLO somewhat difficult to assess because of the fact that it has multiple focus, including content knowledge, problem-solving and critical thinking.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

It may be necessary to make further revision to the SLO to improve the focus of our assessments.

**Recommendations for Improvement:**

Analysis of the topics that students scored most poorly on showed that students struggle with questions involving thermochemistry, atomic structure and bonding. We plan to look at these questions in more detail and discuss possible ways to strengthen instruction in these topics.

**Resource Needs:**

No resources have been identified specifically at present.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: (Example: Chem 101 General Chemistry)**

**SLO number and text:** Chemistry 1A General Chemistry 1

**Assessment\*:** Students were asked to write a laboratory report for one of their laboratory activities. The majority of sections used an inquiry lab where students were asked to design an experiment that involved measuring the electrolyte content of sports drinks using a standard curve.

**Rubric:**

The following criteria were assessed:

	0 pt	1 pt	2 pt	3 pt	4 pt
Explanation	Did not correctly identify or explain any relevant chemistry information	Correctly identifies and explains at least one element of the relevant chemistry information	Correctly identifies and explains some of the relevant chemistry information	Correctly identifies and explains a majority of the relevant chemistry information	Correctly identifies and explains all relevant chemistry information
Organization	No elements are in the appropriate subsection and ordered in a logical manner.	At least one element is in the appropriate subsection and ordered in a logical manner.	Some of the information is in the appropriate subsection and ordered in a logical manner.	A majority of the information is in the appropriate subsection and ordered in a logical manner.	All information is in the appropriate subsection and ordered in a logical manner.
Precision	No elements are given with an appropriate level of detail	At least one element is given with an appropriate level of detail	Some of the information is given with an appropriate level of detail	A majority of the information is given with an appropriate level of detail	All information is given with an appropriate level of detail
Concision	Excessively large amounts of unnecessary information are observed	Many examples of unnecessary information are observed	Some examples of unnecessary information are observed	Almost no unnecessary information is observed	No unnecessary information is observed

Mastery = Average of 3.75+ on all criteria

Accomplished = Average of 3.0+ on all criteria

Adequate = Average of 2.25+ on all criteria

Developing = Average of 1.5+ on all criteria

Inadequate = Average of 1.0+ on all criteria

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Data\*: &**

Score	4	3	2	1	0
Percent (57 students)	16%	35%	30 %	18%	2%

**Analysis and Interpretation:**

This is the first semester we have used this rubric, most faculty found the rubric straightforward and easy to use. However, we have not yet had the opportunity to normalize across instructors. Nevertheless, we feel that this preliminary data can help us inform the direction we want to take in terms of future instruction and assessment.

Overall, we observed that students scored lower in explanation and precision, which is consistent with faculty observations in several of our chemistry courses.

**Closing the Loop (Reflections on previous Recommendations):**

This is the first semester we have assessed this revised SLO. Therefore we do not have data to connect with from the past.

**Recommendations for Improvement:**

We plan to take this rubric and use it as the starting point for developing a common rubric across the chemistry courses. In addition, we plan to work together to identify ways we can help students develop the ability to identify and explain essential concepts and recognize where precision is appropriate.

**Resource Needs:**

No resource needs have been identified at present.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course name and number:** Chem 1B Fall 2014

**SLO number and text:** 1. Apply critical thinking skills to solve problems related to matter and the changes matter undergoes.

**Assessment:**

All sections of Chem 1B took a common final, the American Chemical Society (ACS) standardized second semester general chemistry exam. This exam covers each topic of general chemistry II: Acid/Base, Electrochemistry, Equilibrium, Kinetics, Nuclear, Thermodynamics. Each of these areas would be covered by several questions. The faculty who were teaching Chem 1B gathered after all students results were mapped by how they did on each question. (See Spreadsheet with designations). The students' answers were mapped and faculty were able to discuss these mappings.

**Rubric:**

No true rubric was put together because the item analysis for our assessment made more sense. What we judged as a benchmark was that greater than 65% of all of our students got the question correct. If we were below this we looked at the questions and looked at the categories that had most issues. This was much more meaningful for us.

**Data:**

Look on spreadsheet attached labels "Chem\_1B\_fall\_2014\_assessment."

**Analysis of Results: (5 of 5 sections were scored; 118 students enrolled)**

When looking at our students overall performance, greater than 70% of our students perform greater than the national norms for this exam. We were happy to see this, but we really wanted to understand where students were having the most issues. One fascinating point came through was that our students seemed to be struggling most in molecular equilibrium questions and applied thermodynamics. We also investigated the answers to these questions that most students gave. This analysis led to clear conservations of what our curriculum may be lacking and where we can reorganize emphasis.

**Closing the Loop:**

As was mentioned all the faculty teaching Chem 1B met and discussed the results. Our faculty was able to delineate areas where our students are having issues and gave us a nice way to compare our curriculum to the national norms. It is clear our class is minimizing molecular equilibrium. However the applied thermodynamics is covered but students are struggling to master these ideas.

This analysis was very time consuming and could not be done every semester.

**Recommendations for Improvement:**

The faculty have agreed to spend more time on molecular equilibrium and increase examples of these equilibrium. The faculty also discussed the thermodynamic application being last covered. Faculty felt we need to review more examples and discussed the long term possibility of maybe replacing our thermodynamic lab to incorporate more of the ideas missed.

**Resource Needs:**

Better tutoring or incorporate Supplemental Instruction (SI) for these students.  
Better scantron system to be able to do item analysis with capability of tracking how many students gave each answer.

**SLO number and text:** 5 Test for the convergence of an infinite series and apply the theory of power series to application problems.

**Assessment:**

Several instructors assessed students on various exams using questions from the assessment tool or similar to them.

**Rubric:**

4. Student applies the correct techniques or concepts consistently, and makes no calculation errors.
3. Student applies the correct techniques or concepts correctly, but makes minor errors in calculation.
2. Student applies the correct techniques or concepts correctly, but has consistent major calculation errors or student's approach contains flaws that may not lead to the correct solution.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated.

**Data:**

Score	4	3	2	1	0
Percent (24.3 students)	24.3%	33.1%	21.3%	16.2%	5.1%

**Analysis of Results: (7 of 14 sections were scored; 368 students enrolled plus 29 students NS)**

As to the validity and reliability of these results, in the case of the majority of instructors reporting, assessment was done using questions similar to those on the assessment tools multiple times throughout the semester. This is a very large part of the course so there is ample opportunity to assess it. These results appear valid and reliable. However, since only 50% of 5B classes were assessed, validity can be questioned. Participation is an ongoing problem, although it has improved since the last cycle.

As to the results obtained, only 57.4% of students scored in the 3s and 4s; falling below our acceptable level of 60%. These results, though not where we would like them to be, are not surprising. This topic is typically particularly difficult for students.

**Closing the Loop (Reflections on previous Recommendations):**

Concerns addressed previously were that participation in the assessment was low, assessment was not uniform and adjunct's data needed to be incorporated. All of "

these areas have been addressed and improved upon with more work needed in this area. Results were down slightly this year from the previous assessment of this SLO, but not enough data is available to draw any conclusions.

Two of the recommendations from the previous cycle were that the pre-calculus curriculum be changed to include indexing and pattern recognition, and that more tutors be hired and trained for the calculus level. Neither of these recommendations were implemented.

### **Recommendations for Improvement:**

We need to continue to improve the process by encouraging participation in the assessment, incorporating adjunct instructors' data and normalizing assessment tools. This SLO covers such a broad area that perhaps it should be split into two separate SLOs. The assessment tool and rubrics appear to be working well; one instructor suggested that homework, in class activities, projects and group work be used for assessment also.

Many instructors offered suggestions regarding pedagogical and course content changes from, "continuing to develop new and innovative ways to present material" and "I would like to spend more time computing power series" to "have students read book in advance". One suggestion that was made involves rearranging the course material so as to cover infinite series earlier in the semester rather than rushing it at the end. Perhaps this suggestion should be made in the Math 5B instructor packet.

### **Resource Needs:**

As always, more tutoring at the higher levels would be helpful.

## Spring 2015 SLO Assessment Results Form

Course: CHEMISTRY 1B !

Student Learning Outcome (SLO) assessed: !

### SLO #2: Demonstrate Competency in Scientific Communication

Method of Assessment : !

We assessed the written lab report for Experiment 5, Potentiometric Titrations. Reports were evaluated in 4 categories: Written Explanation, Organization, Precision of Language, Graphs. Data, which includes the rubric, is attached. !

Total Students Assessed: 40 !

Summary Table of Assessment Results (percentage of students scoring in each category) !

Score:	4	3	2	1	0
<b><i>Written Explanation</i></b>	10%	30%	47.5%	10%	2.5%
<b><i>Organization</i></b>	12.5%	42.5%	42.5%	2.5%	0%
<b><i>Precision of Language</i></b>	12.5%	37.5%	40%	7.5%	2.5%
<b><i>Graphs</i></b>	2.5%	60%	22.5%	15%	0%

The Chemistry 1B teachers would consider a score of 3 or 4 to be satisfactory in this second semester class.

### Plan for Improving Outcomes in Future Semesters:

- 1) Before they write their lab report, provide students with a detailed check-list of what features must be included in a complete lab report so they will know exactly what is expected.
- 2) Before they write their report, provide students with samples of well written and poorly written lab reports, with annotation to point out the good and bad elements. In particular, we would want to focus on the clarity of the explanation and the precision of language- areas where we commonly see deficiencies.
- 3) As a Chemistry Department, we should work on a scaffolded plan for our majors program that develops each student's lab report writing skills throughout the chemistry pathway- from CHEM 22 to General Chemistry to Organic Chemistry.

Recommendations 1 and 2 are relatively simple and can be implemented immediately. Recommend 3 will probably take several semesters to fully implement.

## Chemistry 8A- Organic Chemistry Assessment Report Fall 2014

### SLO number: SLO 1

**SLO description:** Critical thinking skills to predict and analyze the physical structure, properties and chemical reactivity of organic molecules.

### Assessment:

Students in three sections of Chem 8A were assessed on Exam 2 questions and the faculty members scored their students on elumen using the rubric given below.

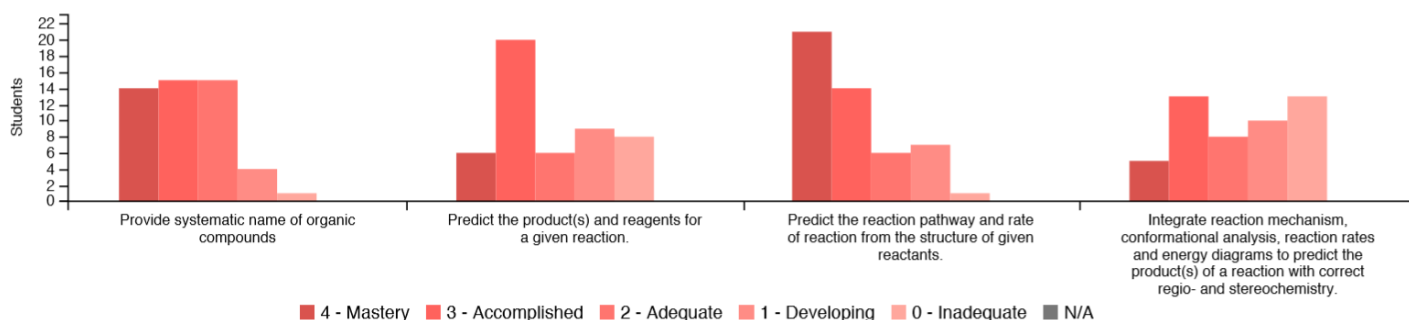
### Rubric:

1	Provide systematic name of organic compounds.	4-Mastery	3-Accomplished	2-Adequate	1-Developing	0-Inadequate
2	Predict the product(s) and reagents for a given reaction.	4-Mastery	3-Accomplished	2-Adequate	1-Developing	0-Inadequate
3	Predict the reaction pathway and rate of reaction from the structure of given reactants.	4-Mastery	3-Accomplished	2-Adequate	1-Developing	0-Inadequate
4	Integrate reaction mechanism, conformational analysis, reaction rates and energy diagrams to predict the product(s) of a reaction with correct regio and stereochemistry.	4-Mastery	3-Accomplished	2-Adequate	1-Developing	0-Inadequate

**Data:** 49 students in the three sections of Chem 8A were assessed.

Assessment Rubric	Score ( % Students)				
	4	3	2	1	0
<b>1</b>	28.6%	30.6%	30.6%	8.2%	2.0%
<b>2</b>	12.2%	40.8%	12.2%	18.4%	16.3%
<b>3</b>	42.9%	28.6%	12.2%	14.2%	2.0%
<b>4</b>	10.2%	26.5%	16.3%	20.4%	26.5%

## Student at Each Mastery Level per Criteria:



## Analysis of Results: (3 of 4 sections of Chem 8A in Fall 2014 were scored; 49 students assessed)

The assessment was done by using a common exam for all three sections of Chem 8A. Of the four sections of Chem 8A in Fall 2014, assessment for three sections was done and therefore the results appear valid and reliable.

Most students (~90%) performed well on naming organic compounds and got a score of 2-4. Many students (~84%) had adequate and above knowledge to predict the reaction pathway for a given reaction and identify which reactions would occur at a faster rate or slower rate based on the given reactant and reagents. Of these ~43% of the students did exceptionally well and obtained a score of 4 which demonstrated that they had a thorough understanding of predicting reaction pathways and rates of reaction. Though ~65% of the students had adequate knowledge of predicting the products and reagents for a given reaction, only ~12% of the students could write the structures of the products of a given reaction with correct regio and stereochemistry. About a third of the students assessed were not able to write the structures of the products or reactants of a given reaction correctly as the students did not have the knowledge of the reagents required for functional group transformations. Only 53% of the students were able to integrate the different concepts in organic and general chemistry (reaction mechanism, conformational analysis, reaction rates, energy diagrams etc.) and apply them to predict the products of a given reaction with correct regio and stereochemistry (score 2-4). Students have to improve their abilities to integrate various concepts in solving problems.

## Recommendations for Improvement:

The assessment tool and rubrics appear to be working well and overall satisfactory.

The students who scored 3 and 4 in each of the category attended the classes regularly, took excellent notes and did all the homework assignments and problems from the textbook.

Following are the recommendations for students who earned low score on the assessment:

- Do several more problems from the text book and additional problems posted on canvas.
- Reinforce their understanding of the basic concept of hybridization, resonance and be able to view molecules in 3-dimension. Do more practice problems and molecular modeling that would help them to understand the three dimensional structures of molecules.
- Learn to write correct reaction mechanism with curved arrow notation and draw energy diagram with transition state structures.
- Develop a command of reagents and condition required for functional group transformations by making flash cards.
- Form study groups and be an active participant in team learning.
- Improve critical thinking skills by doing a variety of problems from the various resourced available to the students.



**Resource Needs:**

More tutoring and supplemental instruction with guided study sessions would help the students.

Molecular modeling software.

Having access to more lab equipment would help students in improving their lab skills and understanding the topic better as they would be able to perform the experiment individually.



### Assessment:

Profs. Ganapathi, Blatti, and Castro assessed students on scientific communication in organic chemistry II (Chemistry 8B) using a Synthesis report, in which students had to choose a target molecule of interest with medicinal properties, search the scientific literature for relevant references, find and draw chemical reaction schemes that relate to the 8B course material and discuss them citing resources, draw the mechanisms, write about interesting steps (and features of the molecules), discuss the personal significance of the molecule they chose, compare and contrast alternate syntheses, and comment on three pieces of information relevant to the broader world of science that they learned as a result of the library research of the scientific literature.

Students achieving a level of mastery wrote about their chosen synthesis in a way that demonstrated scientific competency and fluency in the language of organic chemistry. Mastery level students drew the target molecule and intermediates with the correct stereochemistry, bond angles, and aesthetics; correctly referenced the literature in their description of the discussed syntheses; compared and contrasted two alternate syntheses with insight about the limitations, drawbacks, and advantages of each approach; mechanisms were drawn clearly and correctly. Mastery level students clearly communicated the relevance of the molecule to their life, how this research report affected their views of science, organic chemistry, and the broader world of scientific research, and they commented on what they learned from this research report.

### Rubric :

<b>4-Mastery</b>	Student wrote about chosen synthesis in a way that demonstrated fluency in the language of organic chemistry. Drew the target molecule and intermediates with the correct stereochemistry, bond angles, and aesthetics; correctly referenced the literature in their description of the discussed syntheses; compared and contrasted two alternate syntheses with insight about the limitations, drawbacks, and advantages of each approach; mechanisms were drawn clearly and correctly. Clearly communicated the relevance of the molecule to their life, how this research report affected their views of science, organic chemistry, and the broader world of scientific research, and commented on what they learned from this research report with insight.
<b>3-Accomplished</b>	Students wrote about synthesis with command of the language of organic chemistry. Drew the target molecule and intermediates with the correct stereochemistry, bond angles, although aesthetics were missing; correctly referenced the literature in their description of the discussed syntheses; mechanisms were drawn correctly. Briefly communicated the relevance of the molecule to their life, how this research report affected their views of science, organic chemistry, and the broader world of scientific research, and limited discussion on what they learned from this research report.

<b>2-Adequate</b>	Drawing of molecules, mechanisms, and aesthetics were incomplete, but correct; references to the literature in their description of the discussed syntheses were mostly correct, but some were missing; Very limited in discussion of the relevance of the molecule to their life, how this research report affected their views of science, organic chemistry, and the broader world of scientific research.
<b>1-Developing</b>	Student attempted report, but major portions were grossly missing; syntheses were misinterpreted; drawings and mechanisms were incomplete or missing; relevance of synthesis or overall picture misunderstood and poorly communicated.
<b>0-Inadequate</b>	Student did not complete the report, correctly draw molecules, reference the literature; major portions of the report were incomplete or missing.

**Data:** 50 students in the three sections of Chemistry 8B were assessed.

Score (% Students) n = 50				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
18%	42%	28%	8%	4%

#### **Analysis of Results: (50 students in 3 sections of Chemistry 8B were assessed in the Spring of 2015)**

In the 3 sections of Chemistry 8B, a large percentage of students (60%) scored in the Mastery (score = 4) and Accomplished (score = 3) levels; there were some students scoring in the Adequate level (score = 2, 28%) and very few students scoring in the Developing or Inadequate levels (score = 1, 0, 12% total). Overall, all three instructors were pleased with the performance of the classes on this synthesis report. This assessment takes places towards the end of Chemistry 8B, which is the last chemistry course PCC students take before they transfer, and at this point, students show competency in performance on organic chemistry exams. A major limitation in assessing an SLO on scientific communication is a language barrier, as our chemistry courses have a large population that is international. This continues to be a problem at PCC, and we would like this issue to be addressed by the college.

#### **Closing the Loop (Reflections on previous Recommendations):**

Overall, all three instructors were pleased with the performance of the classes on this synthesis report. This assessment takes places towards the end of Chemistry 8B, which is the last chemistry course PCC students take before they transfer, and at this point, students show competency in performance on organic chemistry exams. A major limitation in assessing an SLO on scientific communication is a language barrier, as our chemistry courses have a large population that is international. This continues to be a problem at PCC, and we would like this issue to be addressed by the college.

**Recommendations for Improvement:**

Support from the college to help students become more fluent in the English language (again, there are many international students taking chemistry, and thus, an assignment assessing scientific communication is very difficult for these students, regardless of their skills in chemistry). Also, our students have to go to Cal State and UCLA to access journal articles for this assignment and some of the professors actually purchased journal articles for the students who did not have transportation to these institutions so that they could participate and complete the assignment. As scientific communication and literature research are imperative for student success and preparation to transfer to four-year institutions, it would be very beneficial for the college to purchase chemistry (and science) journal subscriptions for our students so that we can continue to incorporate it into the curriculum and facilitate student success at STEM majors.

SLO #1 : Apply critical thinking skills to solve problems related to matter & to predict the physical structure, properties and chemical reactivity of organic molecules with an emphasis on biochemical processes.

	Capstone 4	Milestones 3                      2		Benchmark 1	Does not meet 0
<b>Define problem</b> (Q #1)	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	
<b>Propose solutions/hypotheses</b> (Q #2)	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	
<b>Evaluate potential solutions</b> (Q #3)	Evaluation of solutions is deep and elegant (for example contains thorough and insightful explanation) includes, deeply and thoroughly, all of the following: considers background of problem, reviews logic/reasoning, examines feasibility of solution.	Evaluation of solutions is adequate (for example contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution.	Evaluation of solutions is brief (for example explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution.	
<b>Implement Solution</b> (Q #4)	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.	
<b>Evaluate outcomes</b> (Q #5)	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work	

Course : Chemistry 2A

SLO #1 : Apply critical thinking skills to solve problems related to matter & to predict the physical structure, properties and chemical reactivity of organic molecules with an emphasis on biochemical processes.

Assessment : For Chem 2A, Experiment #8 : Limiting Reactant Stoichiometry was used for doing the assessment.

Data: ( Only 3 sections out of total of 9 sections were assessed, since these were the only 3 that were taught by full-timers.  
Total number of students = 64 )

	Capstone 4	Milestones 3                                  2		Benchmark 1	Does not meet 0
<b>Define problem</b> (Q #1)	6%	25%	42%	25%	2%
<b>Propose solutions/hypotheses</b> (Q #2)	11%	28%	31%	19%	11%
<b>Evaluate potential solutions</b> (Q #3)	30%	31%	14%	6%	19%
<b>Implement Solution</b> (Q #4)	8%	28%	46%	9%	9%
<b>Evaluate outcomes</b> (Q #5)	5%	31%	53%	8%	3%

**Analysis of Results:** As noted above, only 3 sections ( taught by full-timers ) of 9 sections were scored. Total of 64 students. Over 50% of students had difficulty (scoring 0-2) adequately defining what a limiting reactant stoichiometry calculation (Q.1) and satisfactorily proposing a method to determine the limiting reactant (Q. 2). These results are disappointing. Students performed somewhat better evaluating and implementing solutions and outcomes (Q. 3-5). Their practical understanding of how to conduct the experimental procedure and to evaluate possible sources of error and experimental percent yield exceeds their theoretical understanding of what a limiting reactant is and its significance in determining how much of a product can be formed. (See below for recommendations)

Course : Chemistry 2A

SLO #1 : Apply critical thinking skills to solve problems related to matter & to predict the physical structure, properties and chemical reactivity of organic molecules with an emphasis on biochemical processes.

**Recommendations:** 1) More guided group practice in class 2) More chemistry tutoring support (a casualty of budget cuts). 3) Facilitate the formation of peer study groups. 4) Better academic counseling to help students create a academic/work schedule that puts them in a better position to succeed in a rigorous, time intensive course like chemistry 5.) Hiring of a couple of the smarter students to serve as in-class tutors.



**Course name and number:** Chem 2A, General, Organic, and Biological Chemistry

**Date:** Spring '15

**SLO #2:** Demonstrate competency in scientific communication

**Assessment:** A set of questions related to Experiment 9, Charles' Law, was evaluated to determine student ability to understand and communicate the relationship between the volume and temperature of a gas and the experimental procedure designed to illustrate this relationship. Two other Chem 2A classes worked on Experiment 7 : Hydrated Salt as the basis of evaluating their comprehension and ability to expound and explain their understanding of empirical formula calculations.

**Rubric:**

4. Student demonstrates the ability to express a clear and insightful understanding of Charles' Law. Student clearly and accurately explains all procedures, experimental data obtained, and calculations performed to illustrate it.
3. Student demonstrates the ability to express a clear understanding of Charles' Law. Student accurately explains most of the procedures, experimental data obtained, and calculations performed to illustrate it.
2. Student demonstrates the ability to state Charles' Law and explain the procedures, experimental data obtained, and calculations performed to illustrate it, but some explanations are incomplete or inaccurate.
1. Student demonstrates the ability to state Charles' Law with a limited understanding of the procedures, experimental data obtained, and calculations performed to illustrate it. Explanations are incomplete or inaccurate.
0. Student demonstrates no ability to express and understanding of Charles' Law or the procedures, experimental data obtained, and calculations necessary to illustrate it. Explanations are missing, incomplete or inaccurate.

( the rubric above was used also for Experiment #7 : Hydrated Salt )

**Data:**

Score	4	3	2	1	0
Percent (n=62 students)	8% n=5	24% n=15	34% n=21	31% n=19	3% n=2

**Analysis of Results:** ( 3 of 9 sections were scored. These were the 3 sections taught by full-timers. Total number of students = 62 )

Results are disappointing. Almost one-third of students scored a 1 or 0 on the rubric. Their written explanations were incomplete or inaccurate, and sometimes barely legible. In the case of Experiment 7, some were able to do the calculations correctly but were not very clear in communicating their results.

**Recommendations for Improvement:**

1. More guided group practice with writing scientific explanations is suggested.
2. Peer review and editorial comments about clarity of explanations would be valuable.
3. Samples of scientific writing/lab reports to help students understand acceptable standard of writing would be useful.
4. More tutoring support to help students improve their writing is needed.
5. Hiring of a couple of smarter students to serve as in-class tutors.

**Course name and number:** Chem 2B, General, Organic, and Biological Chemistry

**Date:** Fall '14

**SLO #1:** Apply critical thinking skills to solve problems about matter and to predict the physical structure, properties and chemical reactivity of organic molecules with an emphasis on biochemical processes.

**Assessment:** A set of questions from Exam #1 covering structure, nomenclature, physical properties, and predicting products of reactions for various organic/biochemical molecules.

**Rubric:**

4. Student demonstrates a clear and complete understanding of organic compound structure, nomenclature, and physical properties. Student accurately analyzes organic/biochemical compounds and correctly predicts reaction type and specific product formation based on functional groups present.
3. Student demonstrates a clear understanding of organic compound structure, nomenclature, and physical properties. Student accurately analyzes most organic/biochemical compounds and correctly predicts reaction type and specific product formation based on functional groups present.
2. Student demonstrates a partial understanding of organic compound structure, nomenclature, and physical properties. Student analyzes organic/biochemical compounds to predict reaction type and specific product formation based on functional groups present, but some answers are inaccurate or incomplete.
1. Student demonstrates a limited understanding of organic compound structure, nomenclature, and physical properties. Student attempts to analyze organic/biochemical compounds to predict reaction type and specific product formation based on functional groups present, but most answers are inaccurate or incomplete.
0. Student demonstrates no understanding of organic compound structure, nomenclature, and physical properties. Student demonstrates no ability to analyze organic/biochemical compounds to predict reaction type and specific product formation based on functional groups present.

**Data:**

Score	4	3	2	1	0
Percent (n=24 students)	16.7% n=4	33.3% n=8	29.2% n=7	4.2% n=1	16.7% n=4

**Analysis of Results:**

Analysis of results showed that 50% of students scored a 3 or 4 on the rubric, demonstrating strong problem solving skills related to the structure and reactivity

of organic/biochemical compounds. These numbers are encouraging. However 20.8% of the class showed little to no ability to solve problems related to these concepts, a formidable obstacle to further progression and success in Chem 2B.

**Recommendations for Improvement:**

1. Provide academic counseling support (instructor facilitated) to help students develop a academic course schedule/work schedule that allows them the necessary time to study for their classes.
2. Develop a common final exam in Chem 2A to assist adjunct Chem 2A instructors in providing adequate introductory coverage of organic chemistry in Chem 2A (Prerequisite course for Chem 2B).
3. Incorporate more online tutorial resource support related to organic/biochemistry, such as MasteringChemistry.
5. More tutoring support to help students improve is always helpful.

**Course name and number:** Chem 2B, General, Organic, and Biological Chemistry

**Date:** Spring '15

**SLO #2:** Demonstrate competency in scientific communication

**Assessment:** Students were assigned an essay on an issue of bioethical debate (eg. genetic engineering of organisms, gene therapy, etc.) and were asked to develop an ethical dilemma statement, choose a position on the issue and present arguments in favor of it, and critique the opposing position on the issue.

**Rubric:**

4. Student demonstrates the ability to express a clear and insightful understanding of the ethical dilemma. Student uses graceful language and presents compelling arguments in favor of their chosen position and skillfully critiques the opposing position. Syntax and writing mechanics is virtually error free.
3. Student demonstrates the ability to express a clear understanding of the ethical dilemma. Student uses straightforward language and presents compelling arguments in favor of their chosen position and adequately critiques the opposing position. Syntax and writing mechanics have few errors.
2. Student demonstrates the ability to express an understanding of the ethical dilemma. Student uses language that generally conveys meaning and adequately presents arguments in favor of their chosen position. Critique of the opposing position may be inadequate. Syntax and writing mechanics contain some errors.
1. Student demonstrates a limited ability to express an understanding of the ethical dilemma. Student uses language that sometime impedes meaning because of errors in usage. Student attempts to present arguments in favor of their chosen position. Critique of the opposing position is inadequate or incomplete. Syntax and writing mechanics contain many errors.
0. Student demonstrates no ability to express an understanding of the ethical dilemma. Student uses language that often impedes meaning because of errors in usage. Student is unable to present arguments in favor of their chosen position. Critique of the opposing position is missing or incomplete. Syntax and writing mechanics contain many errors.

**Data:**

Score	4	3	2	1	0
Percent (n=20 students)	15.0% n=3	55.0% n=11	25.0% n=5	5.0% n=1	0% n=0

**Analysis of Results:**

Analysis of results showed that 70.0% of students scored a 3 or 4 on the rubric, demonstrating they possess strong written communication skills related to the area

of bioethical debate. These numbers are encouraging, but considering that Chem 2B is a capstone chemistry course, it would be preferable to see this percent increase to a minimum of 75%

**Recommendations for Improvement:**

1. Incorporate more essay questions and writing components into lab reports and quizzes.
2. Organize peer groups to provide editorial comments and feedback of written assignments.
3. Require at least one rewrite of student ethical dilemma statements.
4. Incorporate more online tutorial resources related to writing and information literacy.

**Course number and title: CS 002 Object Oriented Programming**

By Barkeshli

**SLO number and text:** SLO #2 Determine which primitive data structure is best suited to solving a moderately difficult problem.

**Assessment:** A Project of moderate difficulty that needed to be completed in within a limited timeframe was used to assess This SLO. A Poker Game and a Two Dimensional Array Manipulation functions are two examples of the types of projects used.

**Rubric:**

4. Student applies the correct techniques or concepts consistently.
3. Student applies most of the correct techniques or concepts but makes a minor conceptual error.
2. Student applies some of the correct techniques or concepts, but has major conceptual errors.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated

**Data:** 5 of 5 sections were assessed.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (186 students)	56.45%	35.48%	2.69%	4.84%	0.54%

**Analysis and Interpretation:**

Over 90% of the students assessed were in the Mastery or Accomplished categories. I think this level of success the result of repeated discussions about the project requirements, lectures on techniques used, pros and cons of each possible solution, group discussions analyzing various approaches and the supplemental study sessions where the faculty and the trained, fully qualified tutors help students find answers to their questions, debug their programs, and perform code review on projects in progress.

**Closing the Loop (Reflections on previous Recommendations):**

This department is not enacting any changes based on SLO assessments.

**Recommendations for Improvement:**

14 students out of 186 (8.07%) performed poorly on this assessment and perhaps in the course as a whole. If we can discover, early in the semester, which students are struggling and begin working with them starting at the beginning of the semester, I believe we can cut down on the number of students who fail or drop out of CS classes.

An early assessment process will be useful in accomplishing this task

As mentioned above and elsewhere, the supplemental instruction sessions that the faculty administer during their office hours are very effective in helping students master the material. But room and time is a scarce resource that might need to be addressed.

**Resource Needs:**

Currently, the supplemental instruction sessions are held whenever a computer lab is available and an instructor is free to administer the session. Tutors are an essential part of these sessions. At this point, the number of tutors we can hire is very limited. A few more tutors who can work with students even when the class is not in session would be very helpful.

**Course number and title: CS 002 : Introduction to Computer Science I**

By Wilkinson

**SLO number and text: SLO 2 :** Determine which primitive data structure is best suited to solving a moderately difficult problem.

**Assessment:** Write a computer program that will read from a file a sequence of lines of data that contain names and test scores. Process the data to format the names in sorted order along with computing averages of the test scores and a letter grade.

**Rubric:**

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Specifications</b>	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
<b>Readability</b>	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.
<b>Reusability</b>	The code could be reused as a whole or each routine could be reused.	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.



<b>Documentation</b>	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
<b>Delivery</b>	The program was delivered on time.	The program was delivered within a week of the due date.	The code was within 2 weeks of the due date.	The code was more than 2 weeks overdue.
<b>Efficiency</b>	The code is extremely efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

**Data:** Two sections of the course were assessed

Score	4	3	2	1	0
Percent (186 students)	56.54%	35.48 %	3.85%	3.85%	0.54%

### **Analysis and Interpretation:**

The assessment tool was not standardized across all sections of the course, and as such, the SLO assessment was applied in a non-uniform manner. This has been the practice in this department since long before SLOs were designed and assessed. As such, the data are not comparable from one instructor to another instructor. Although the data show that 80% of the individuals “mastered” the material, subsequent feedback from students indicates that this is not the case. As in the apparent purpose of SLOs are to standardize course content, without full co-operation amongst all faculty to develop standardized content for all courses, SLO assessment will remain highly inaccurate and ineffective to providing direction for improvement.

### **Closing the Loop (Reflections on previous Recommendations):**

The Computer Science Department does not have any concrete plans for enacting any changes based on SLO assessments.

**Recommendations for Improvement:**

As what seems to be commonplace across the School of Science and Mathematics and the campus in general, this department, and its students would highly benefit from uniform application of collaboratively created assessment tools. Without this in place, we are unable to compare results among instructors or over time.

Content in this course should be increased to include C++14 as well as more use of the pre-requisite mathematics course.

**Resource Needs:**

In order to improve the department as a whole, and to ensure student success, the following items are required:

- Open computer lab that would allow for greater access to computers, tutors, and instructors.
- Additional tutors
- Additional resources in the library that cover the topic
- Additional faculty to offer more sections
- Better computers
- Better furniture
- Longer lab sessions; labs on one day instead of split into two days.

**Course number and title: CS 003A Object Oriented Programming**

**SLO number and text:** SLO #2 Demonstrate an understanding of Object Oriented Design Principles using the C++ language.

**Assessment:** A "Cellular Universe Simulation" project was assigned in which four types of creatures would compete for resources (space and food). This is a moderately complex program where various object oriented concepts are employed to manage a large number of entities. Multiple dimensional dynamic arrays of pointers to objects who are inherited from the same parent is used to simulate the universe.

**Rubric:**

4. Student applies the correct techniques or concepts consistently.
3. Student applies most of the correct techniques or concepts but makes a minor conceptual error.
2. Student applies some of the correct techniques or concepts, but has major conceptual errors.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated

**Data:** 2 of 2 sections were assessed.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (34 students)	55.88%	44.12%	0%	0%	0%

**Analysis and Interpretation:**

Every student assessed was in Accomplished or Mastery category. These are satisfactory results. I believe repeated classroom discussions on the concepts being assessed, groups discussions, the supplemental instruction sessions held to help students who need it and the persistence of the student body we work with is the reason for the high marks student received for this assessment.

We have very serious and highly prepared students who are determined to continue their study in the field of Computer Science. Most students have had a long series of Math and science courses and as such are very ready to receive and absorb abstract ideas and are able to implement them using a programming language like C++.

**Closing the Loop (Reflections on previous Recommendations):**

This department is not enacting any changes based on SLO assessments.

**Recommendations for Improvement:**

While the results of this particular assessment is more than satisfactory, I face a continuing challenge with students who are not prepared to spend the time necessary to complete larger projects and deliver these projects in a timely fashion. My goal is to divide the projects and have students submit parts of the project before the final version of the project is due. This may help students manage their time better.

As mentioned above, the supplemental instruction sessions that the faculty administer during their office hours are very effective in helping students master the material. But room and time is a scarce resource that might need to be addressed.

As for assessment, perhaps our department will benefit from a more uniform method of assessment, perhaps all sections can assign a particular project from the textbook and base their assessment on the outcome of that project. The project will have to be one that emphasizes the particular SLO.

**Resource Needs:**

Currently, the supplemental instruction sessions are held whenever a computer lab is available and an instructor is free to administer the session. Since the majority of the students who take CS3 level courses have their own laptops, these "SI" sessions need not be held in a computer lab. If we could find the room to hold SI sessions where students could work on their projects, it would be very helpful.

**Course number and title: CS 003B Intro to Object Oriented Programming with Java**

**SLO number and text:** SLO #2 Demonstrate an understanding of Object Oriented Design and User Defined Classes

**Assessment:** A Project of moderate difficulty that needed to be completed in within a limited timeframe was used to assess This SLO. Multiple user-defined classes were required to implement the design.

**Rubric:**

4. Student applies the correct techniques or concepts consistently.
3. Student applies most of the correct techniques or concepts but makes a minor conceptual error.
2. Student applies some of the correct techniques or concepts, but has major conceptual errors.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated

**Data:** 1 of 1 sections were assessed.

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (30 students)	56.67%	23.33%	10.00%	10.00%	0.0%

**Analysis and Interpretation:**

80% of the students assessed were in the Mastery or Accomplished categories. This is consistent with the assessment of other CS classes done for this period. Majority of the students who take CS3B have completed CS3A although CS3A is not a prerequisite for enrolling in this class. Most of this student population are familiar with Object Oriented Paradigm and must adapt to the "Java way" of designing applications.

As with other courses in this department, a major factor in the high success rate is trained tutors and class discussions and instructor led group discussions.

**Closing the Loop (Reflections on previous Recommendations):**

This department is not enacting any changes based on SLO assessments.

**Recommendations for Improvement:**

Learning to interface with programmable devices, designing applications for mobile devices is part of the on going effort to familiarize students with various applications of an object oriented programming language.

**Resource Needs:**

As mentioned above and elsewhere in this report, tutors play a key role in achieving high success rates observed in these classes. Resources need to be allocated to fund these tutors.

**Course number and title: CS 008 : Introduction to Computer Science III (Data Structures)**

**SLO number and text: SLO 2 :** Know how to implement searching and sorting algorithms. This includes, but is not limited to: searching Binary Trees, the Binary Search Algorithm, creating and searching lists (arrays and linked-list), and hashes.

**Assessment\*:** Write a program to find the shortest path between any two airports given. Additionally, print out which airlines to take, alphabetized by leg of travel.

**Rubric:**

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Specifications</b>	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
<b>Readability</b>	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.
<b>Reusability</b>	The code could be reused as a whole or each routine could be reused.	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.
<b>Documentation</b>	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
<b>Delivery</b>	The program was	The program was	The code was within	The code was

	delivered on time.	delivered within a week of the due date.	2 weeks of the due date.	more than 2 weeks overdue.
<b>Efficiency</b>	The code is extremely efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

**Data:** Two sections of the course were assessed

Score	4	3	2	1	0
Percent (62 students)	80.35%	19.65%	0 %	0%	0%

### **Analysis and Interpretation:**

The assessment tool was not standardized across all sections of the course, and as such, the SLO assessment was applied in a non-uniform manner. This has been the practice in this department since long before SLOs were designed and assessed. As such, the data are not comparable from one instructor to another instructor. Although the data show that 80% of the individuals “mastered” the material, subsequent feedback from students indicates that this is not the case. As in the apparent purpose of SLOs are to standardize course content, without full co-operation amongst all faculty to develop standardized content for all courses, SLO assessment will remain highly inaccurate and ineffective to providing direction for improvement.

### **Closing the Loop (Reflections on previous Recommendations):**

The Computer Science Department does not have any concrete plans for enacting any changes based on SLO assessments.

### **Recommendations for Improvement:**

As what seems to be common-place across the School of Science and Mathematics and the campus in general, this department, and its students would highly benefit from uniform application of collaboratively created assessment tools. Without this in place, we are unable to compare results among instructors or over time.

Content in the pre-requisite course should be increased to include C++14 as well as more use of the Standard Template Library as well as other commonly-used libraries (such as BOOST and the Qt graphical libraries)

### Resource Needs:

In order to improve the department as a whole, and to ensure student success, the following items are required:

- Open computer lab that would allow for greater access to computers, tutors, and instructors.
- Additional tutors
- Additional resources in the library that cover the topic
- Additional faculty to offer more sections
- Better computers
- Better furniture
- Longer lab sessions; labs on one day instead of split into two days.
- 

### Course number and title: CS 020 : Independent Study

**SLO number and text: SLO 1 :** Given a precisely defined capstone project, students will be able to complete to success all elements of the project.

**Assessment:** Comparing student's precisely defined project statements with the submitted project. Verification that all goals were met and/or exceeded what was given in the problem statement defined by the student at the beginning of the course.

### Rubric:

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Specifications</b>	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
<b>Readability</b>	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.
<b>Reusability</b>	The code could be reused as a whole or each routine could be	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.

	reused.			
<b>Documentation</b>	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
<b>Delivery</b>	The program was delivered on time.	The program was delivered within a week of the due date.	The code was within 2 weeks of the due date.	The code was more than 2 weeks overdue.
<b>Efficiency</b>	The code is extremely efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

**Data**Two sections of the course were assessed

Score	4	3	2	1	0
Percent (9 students)	100%	0 %	0 %	0%	0%

### **Analysis and Interpretation:**

Students who undertake this non-required course are highly motivated. They take this course in order to learn; not for the transfer credit or for the grade. They are, generally, the top performers in the core sequence of CS 002, CS 003A, and CS 008. As such, their projects are exceptional.

### **Closing the Loop (Reflections on previous Recommendations):**

The Computer Science Department does not have any concrete plans for enacting any changes based on SLO assessments.

### **Recommendations for Improvement:**

As what seems to be common-place across the School of Science and Mathematics and the campus in general, this department, and its students would highly benefit



from uniform application of collaboratively created assessment tools. Without this in place, we are unable to compare results among instructors or over time.

Content in the pre-requisite course should be increased to include C++14 as well as more use of the Standard Template Library as well as other commonly-used libraries (such as BOOST and the Qt graphical libraries)

### **Resource Needs:**

In order to improve the department as a whole, and to ensure student success, the following items are required:

- Open computer lab that would allow for greater access to computers, tutors, and instructors.
- Additional tutors
- Additional resources in the library that cover the topic
- Additional faculty to offer more sections
- Better computers
- Better furniture
- Longer lab sessions; labs on one day instead of split into two days.

### **Course number and title: CS 080 : Seminar in Computer Science and Engineering**

**SLO number and text: SLO 1 :** Given a choice of several precisely defined capstone projects, students will be able to complete independent research on the topic and present it in written form.

**Assessment:** Write a five to 10 page term paper on one topic covered during the semester that provides a more in-depth interpretation of the material covered.

### **Rubric:**

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Specifications</b>	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
<b>Readability</b>	The code is exceptionally well	The code is fairly easy to read.	The code is readable only by someone	The code is poorly organized and

	organized and very easy to follow.		who knows what it is supposed to be doing.	very difficult to read.
<b>Reusability</b>	The code could be reused as a whole or each routine could be reused.	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.
<b>Documentation</b>	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
<b>Delivery</b>	The program was delivered on time.	The program was delivered within a week of the due date.	The code was within 2 weeks of the due date.	The code was more than 2 weeks overdue.
<b>Efficiency</b>	The code is extremely efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

**Data:** Two sections of the course were assessed

Score	4	3	2	1	0
Percent (25 students)	40%	40%	20%	0%	0%

### **Analysis and Interpretation:**

Students who take this course are generally non-Computer Science majors and are at all levels of English proficiency. Many of the students had never written a college-level term paper. As such, they have not learned how to properly research (meaning, not just Google the answer) and analyze the results that they have found during the course of their research.

Students who mastered this course were those that, generally, had completed all of their requirements for transfer within the English Department and had done term papers before.

**Closing the Loop (Reflections on previous Recommendations):**

The Computer Science Department does not have any concrete plans for enacting any changes based on SLO assessments.

**Recommendations for Improvement:**

Modify the pre-requisite for this course to be completion of English 01A so that students will have completed at least one term paper.

**Resource Needs:**

In order to improve the department as a whole, and to ensure student success, the following items are required:

- Open computer lab that would allow for greater access to computers, tutors, and instructors.
- Additional tutors
- Additional resources in the library that cover the topic
- Additional faculty to offer more sections
- Better computers
- Better furniture
- Longer lab sessions; labs on one day instead of split into two days.

# Counseling AAR 2014-2015

Student Learning Outcomes Assessed: Fall 14 (SLO1), Spring 15 (SLO2)  
November 13, 2015

## **Included are SLOs 1 and 2 for the following courses:**

- Counseling 10 – Led by Ivette Rosas
- Counseling 11 – Led by Sara Aldas
- Counseling 12 – Led by Sara Aldas
- Counseling 17 – Led by Ivette Rosas
- Counseling 30 – Led by Ivette Rosas
- College 1 – Led by Myriam Altounji

## **Active Counseling Courses Not Offered Fall 2014 Nor Spring 2015**

- Counseling 13
- Counseling 20
- Counseling 111
- Counseling 112

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## *Counseling 10 \**

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### *Introduction to College*

#### **SLO #1 Fall 2014**

Utilize knowledge of basic college policies & terms, types of degrees, systems of higher education, useful print and electronic media resources, and campus resources in various assignments.

#### **Assessment**

The Counseling 10 faculty has chosen to utilize the Post-Test to evaluate this SLO. The Post-Test is administered on the last day of class.

#### **Rubric:**

Score	Description
4	Student demonstrates full understanding of information (Terms, policies & procedures); able to give explanations and to elaborate
3	Student demonstrates clear understanding of most information (Terms, policies & procedures), but unable to elaborate
2	Student demonstrates some understanding of information (Terms, policies & procedures); only able to discuss at a rudimentary level
1	Student demonstrates minimal understanding of information (Terms, policies & procedures); student cannot answer questions about subject
0	Student demonstrates no understanding of information

#### **Results: "**

4 <i>Mastery</i>	3 <i>Accomplished</i>	2 <i>Adequate</i>	1 <i>Developing</i>	0 <i>Inadequate</i>	Totals
80	27	29 "	14 "	6 "	156 "
51%	17%	19% "	9% "	4% "	100% "

#### **Analysis**

The Pretest/Post-test is a tool the Counseling 10 instructors have been utilizing for the past 3 years to assess SLO #1. The Pre-Test is given on the first day of class and the very same test, the Post-Test, is administered on the last day of class in order to assess how much they have learned over the course of the 8 week session. In comparing the results of the Pre and Post Test, the results are dramatic and show much improvement. The data seems to indicate that 68% of the students assessed met this student-learning outcome.

The results presented here are based on a summary of the data submitted by many of the Counseling 10 faculty. Our department as a whole has been reinforcing the importance of tracking our data in order to assess if our Student Learning Outcomes have been met. As a result, we believe we have a more accurate picture of student's attainment of SLO #1. In order to assess students' scores we used the aforementioned rubric to analyze their results.

### **Recommendations for Improvement**

As instructors we recognize the importance of coming together on a regular basis to update and make changes to our assessments. For example, since we have started to implement the semester retreats, which began fall of 2014, the Counseling 10 instructors have come together on a yearly basis to discuss revisions and updates to the Pre/Post Test as well as the Counseling 10 Handbook. We recently met to accomplish this task and it was important in order to meet the spring 2016 textbook adoption deadline. Unfortunately, not all of the instructors were in attendance because many are adjunct faculty who also work at other campuses. We may need to consider scheduling these retreats on Saturday's or evenings or mandate these sessions in order to be able to teach in the subsequent terms.

### **Resource Request**

It is imperative that we all utilize Canvas as our primary grading tool. It will also serve a dual purpose if SLO data can be extracted from our grade books. In the past, reporting our data through eLumen had not been very successful. However, since we are moving to extracting the data from Canvas it is important that all instructors work within this online course management system. Therefore, as we continue to hire more adjunct instructors we need to make certain they are trained in the use of Canvas. We will need to provide ongoing Canvas training for all new instructors as well as for those who are not currently utilizing Canvas.

Additionally, as mentioned in previous reports we need more time to meet as an instructional department. As it stands for the fall 2015 term, we have met once during our regularly scheduled staff meeting time and will meet at the end of the semester for the fall retreat. This type of schedule does not allow for the on-going training/follow-up that should be completed by our department especially if we want to move to 100% compliance in reporting and understanding of SLO's.

Additionally this year, we will need to start work on revising and updating the SLO's for this class. The committee for our other student success class took approximately 8 months to accomplish this task. This was largely due to the fact that adjunct faculty are not always on campus. We rely heavily on them to teach our courses and so we need their input in this process. I expect that the revisions needed for counseling 10 will roughly follow this time frame. However, it is important that these tasks be undertaken in order to continue to strengthen our curriculum and Student Learning Outcomes.

### **SLO #2 Spring 2015**

Prepare an education plan that shows evidence of ability to use catalog, websites and printed materials for transfer or non-transfer goal.

**Assessment:** We agreed to utilize a 3 semester Ed Plan which lists the proper sequence and general education curriculum and major preparation (if declared).

**Rubric:**

Score	Description
4	Student demonstrates full understanding of course sequences and general education curriculum and major preparation (if declared).
3	Student demonstrates clear understanding of most information, but is unable to elaborate or place proper course sequence; has understanding of general education classes and major preparation (if declared).
2	Student demonstrates some understanding of information; only able to elaborate at a rudimentary level; student cannot place course sequence in proper order and is not familiar with general education classes or major preparation (if declared).
1	Student demonstrates minimal understanding of information; student cannot place course sequence in proper order and is not familiar with general education curriculum or major preparation (if declared).
0	Student demonstrates no understanding of information.

**Results:**

4 <i>Mastery</i>	3 = <i>Accomplished</i>	2 = <i>Adequate</i>	1 = <i>Developing</i>	0 <i>Inadequate</i>	Totals
48	28	23	14	6	114
42%	25%	20%	12%	1%	100%

**Analysis:**

One of the main objectives of this course is to complete an Educational Plan. This will be perhaps one of the greatest tools a student can learn to develop as it serves as a sort of compass for students plotting out their course trajectory throughout their academic career. As a group we agreed that using a 4-point scale to evaluate the effectiveness of this plan would be the best form of assessment.

**Recommendations for Improvement:**

At the last two retreats we scheduled time specifically to discuss how we can best teach the process of developing an Ed Plan within the classroom setting. It is more complicated to do so in a whole group setting versus doing this on a one to one basis, which is typically the norm in our division. However, we are working toward developing a more uniform way of delivering these Ed Plan presentations. This has been an on-going process and one that needs to be looked at on a semester basis. Especially because every year we are hiring new adjunct faculty to teach and they are new to this process. However, I believe we are all clearer about what we need to do to make this process more streamlined for students and our faculty. If we can give students this knowledge then they will feel they can revise their Ed Plan should their major change in the future.

**Resource Request:**

Additionally, as mentioned in previous reports we need more time to meet as an instructional department. As it stands for the fall 2015 term, we have met once during our regularly scheduled staff meeting time and will meet at the end of the semester for the fall retreat. This type of schedule does not allow for the on-going training/follow-up that should be completed by our department especially if we want to move to 100% compliance in reporting and understanding of SLO's.

Additionally this year, we will need to start work on revising and updating the SLO's for this class. The committee for our other student success class took approximately 8 months to accomplish this task. This was largely due to the fact that adjunct faculty are not always on campus. We rely heavily on them to teach our courses and so we need their input in this process. I expect that the revisions needed for counseling 10 will roughly follow this time frame. However, it is important that these tasks be undertaken in order to continue to strengthen our curriculum and Student Learning Outcomes.

Lead counselors should also be given more time to work on developing rubrics, strengthening the curriculum and to develop instructor retreats. At this moment, time is not allocated to meet these very important departmental needs. All of these instructional projects take time but they benefit all instructors, especially those who are new to teaching.



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## Counseling 11 \*

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### *Learning Strategies and College Skills Development*

#### **SLO #1 Fall 2014**

Explain the factors that contribute to student's success, identify their own factor areas and identify plan of action to improve areas that need attention. "

**Assessment:** Most Instructors used the College Success Factors Index "

**Rubric:** \$

Score	Description
4 (Excellent)	Exceeds the requirements of the assignment and has put care and effort in the process.
3 (Very Good)	Fulfills all of the requirements of the assignment.
2 (Good)	Fulfills most of the requirements of the assignment.
1 (Fair)	Fulfills few of the requirements of the assignment.
0 (Poor)	Fulfills none of the requirements of the assignment.

4 = Excellent	3 = Very Good	2 = Good	1 = Fair	0 = Poor	Totals
210	10	10	15	0	245 students
85%	.16%	.16%	.061%	0	100%

#### **Analysis:**

The data seems to indicate that out of 245 students 93% of all students met this learning outcome. The tool used to access this learning outcome is the College Success Factors Index. This tool is done online or it may have come directly from the textbook. Students who were in fair category may have missed the assignment due to being absent, since this assessment is given to students the first week of class. This assessment is an excellent tool to provide students with the necessary feedback for areas of improvement. Students were able to identify their areas of weakness and work on those areas throughout the course, and when the assessment was revisited there was significant improvement. Overall we feel that these results are satisfactory and all student populations benefit from this common assessment, such as Ujima, Puente, Athletes and Veterans.

#### **Recommendation for Improvement:**

Ongoing staff development is crucial to the SLO process and its assessment. Instructional faculty need to be given more time each semester to meet and discuss the process and progress towards SLO development and measurement, so that all Counseling instructors can increase their knowledge about the SLO process. Our counseling retreats need to continue so that we may be able to work on revising our SLO's as well as our rubrics. Since we have had an increase in our adjunct faculty who teach counseling courses, it is absolutely necessary that all instructors both full-time and adjunct be included in these staff development workshops.

#### **Resource Request:**

So that we may enhance our classroom instruction, we would benefit from a Counseling 11 library which will provide the necessary DVD's, and supplemental materials to teach our classes. The department needs to continue paying for our online tool "College Success Factors Index".

#### **SLO # 2- Spring 1**

Explain and plan strategies for the various components of adapting to college and applying successful study skills. Develop a schedule that includes their course assignment deadlines, work schedule and study schedule.

**Assessment:** Most Instructors used a group project of a summative paper

#### **Rubric:**

Score	Description
4 (Excellent)	Exceeds the requirements of the assignment and has put care and effort in the process.
3 (Very Good)	Fulfills all of the requirements of the assignment.
2 (Good)	Fulfills most of the requirements of the assignment.
1 (Fair)	Fulfills few of the requirements of the assignment.
0 (Poor)	Fulfills none of the requirements of the assignment.

<i>4 = Excellent</i>	<i>3 = Very Good</i>	<i>2 = Good</i>	<i>1 = Fair</i>	<i>0 = Poor</i>	<i>Totals</i>
90	16	14	12	8	140 students
64%	.11%	.10%	.085%	.057%	100%

#### **Analysis:**

The data seems to indicate that out of 140 students 85% of all students met this learning outcome. The tool used to assess this learning outcome is a group project or a summative paper. Since this assignment is given towards the end of the course most students who completed the summative paper and or the group project had been in attendance since day one and completed the assignment more efficiently. Those students who were in the fair or poor category about .14% missed frequent class sessions and did not benefit from the full class therefore their scores reflected a poor or fair score. The summative paper is a reflection of the

students overall learning experience from day one, addressing areas of weakness and how the student has made improvement in those areas. Overall we feel that these results are satisfactory and all student populations benefit from this common assessment, such as Ujima, Puente, Athletes and Veterans.

**Recommendation for Improvement:**

Ongoing staff development is crucial to the SLO process and its assessment. Instructional faculty need to be given more time each semester to meet and discuss the process and progress towards SLO development and measurement; so that all Counseling instructors can increase their knowledge about the SLO process. Our counseling retreats need to continue so that we may be able to work on revising our SLO's as well as our rubrics. Since we have had an increase in our adjunct faculty who teach counseling courses, it is absolutely necessary that all instructors both full-time and adjunct be included in these staff development workshops.

**Resource Request:**

So that we may enhance our classroom instruction, we would benefit from a Counseling 11 library which will provide the necessary DVD's, and supplemental materials to teach our classes.

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## *Counseling 17 \**

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### *Personal Growth and Development*

#### **SLO #1 Fall 2014**

Distinguish between positive and negative individual characteristics that impact personal, academic and professional situations.

**Assessment:** Most Instructors used a self-assessment and evaluated the results and discussed various strategies for improvement

#### **Rubric:**

Score	Description
<b>4 (Excellent)</b>	Exceeds the requirements of the assignment and has put care and effort in the process.
<b>3 (Very Good)</b>	Fulfills all of the requirements of the assignment.
<b>2 (Good)</b>	Fulfills most of the requirements of the assignment.
<b>1 (Fair)</b>	Fulfills few of the requirements of the assignment.
<b>0 (Poor)</b>	Fulfills none of the requirements of the assignment.

<i>4 = Excellent</i>	<i>3 = Very Good</i>	<i>2 = Good</i>	<i>1 = Fair</i>	<i>0 = Poor</i>	<i>Totals</i>
355	80	30	25	25	515 students
68.9%	15.5%	5%	4%	4%	100%

#### **Analysis:**

The results show that out of the 515 students who were accessed, 88% demonstrated an understanding for growth and improvement which is expected for successful completion of Counseling 12. It also shows that the students who were in the fair or poor category (approximately .08%) will need some type of early intervention so that we may retain these students and in turn they will have a better understanding of the course content. Although early intervention may be required these particular students may be dealing with other obstacles such as lack of financial resources making it more difficult to complete the course or

finish required assignments. Overall we feel that these results are satisfactory: however these results would be more valid/reliable with the use of a consistent assessment tool since we have students from various populations, Athletics, Ujima, Veterans and Puente.

#### **Recommendations for Improvement:**

Ongoing staff development is crucial to the SLO process and its assessment. Instructional faculty need to be given more time each semester to meet and discuss the process and progress towards SLO development and measurement, so that all Counseling instructors can increase their knowledge about the SLO process. Our counseling retreats need to continue so that we may be able to work on revising our SLO's as well as our rubrics. Since we have had an increase in our adjunct faculty who teach counseling courses, it is absolutely necessary that all instructors both full-time and adjunct be included in these staff development workshops.

#### **Resource Request:**

So that we may enhance our classroom instruction, we would benefit from a Counseling 12 library which will provide the necessary DVD's, and supplemental materials to teach our classes. We find that we need to have accessibility to classroom that have a computer lab so that these assessments can be done in the classroom.

#### **SLO # 2 Spring 15**

Distinguish between positive and negative individual characteristics that impact personal, academic and professional situations.

**Assessment:** Most instructors used a summative paper to evaluate improvement and understanding of the overall course content

#### **Rubric:**

Score	Description
<b>4 (Excellent)</b>	Exceeds the requirements of the assignment and has put care and effort in the process.
<b>3 (Very Good)</b>	Fulfills all of the requirements of the assignment.
<b>2 (Good)</b>	Fulfills most of the requirements of the assignment.
<b>1 (Fair)</b>	Fulfills few of the requirements of the assignment.
<b>0 (Poor)</b>	Fulfills none of the requirements of the assignment.

<i>4 = Excellent</i>	<i>3 = Very Good</i>	<i>2 = Good</i>	<i>1 = Fair</i>	<i>0 = Poor</i>	<i>Totals</i>
320	60	65	10	5	460 Students
69%	.13%	.14%	.021%	.010%	100%

**Analysis:**

The results indicate that out of 460 who submitted a summative paper 96% demonstrated an overall understanding of the course content. Those student who were in the fair or poor category (approximately .031%) had struggles in the beginning of the term and although early interventions took place these students did not take advantage of the assistance offered to them. We can also assume that these students were facing obstacles prior to the start of counseling 12. The summative paper is an excellent tool to capture valuable data, regardless of the textbook. Overall we feel that these student results are satisfactory; since we serve various populations of students such as Ujima, Puente, Veterans and Athletes.

**Recommendations for Improvement:**

Ongoing staff development is crucial to the SLO process and its assessment. Instructional faculty need to be given more time each semester to meet and discuss the process and progress towards SLO development and measurement, so that all Counseling instructors can increase their knowledge about the SLO process. Our counseling retreats need to continue so that we may able to work on revising our SLO's as well as our rubrics. Since we have had an increase in our adjunct faculty who teach counseling courses, it is absolutely necessary that all instructors both full-time and adjunct be included in these staff development workshops.

**Resource Request:**

So that we may enhance our classroom instruction, we would benefit from a Counseling 12 library which will provide the necessary DVD's, and supplemental materials to teach our classes. We feel that if we have access to computer labs each student would have a computer to work with while in the class therefore allowing the students with a hands on to approach to the concepts learned in class.

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## Counseling 17 \*

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### Career Planning

#### SLO#1 Fall 2014

Locate, retrieve and interpret career information using print material, electronic media, and informational interviews.

**Assessment:** Most instructors used the Career Center research assignment, informational interview/job shadowing or a portfolio presentation.

#### Rubric:

Score	Description
4	Student demonstrates full understanding of information (more than required); able to give explanations and to elaborate.
3	Student demonstrates clear understanding of most information, but unable to elaborate.
2	Student demonstrates some understanding of information; only able to discuss at a rudimentary level.
1	Student demonstrates minimal understanding of information; student cannot answer questions about subject.
0	Student demonstrates no understanding of information

#### Results &

4 Mastery	3 = Accomplished	2 = Adequate	1 = Developing	0 Inadequate	Totals
91	42	5	2	3	143 % students
64%	29%	4%	1%	2%	100% %

#### Analysis of Results:

The results indicate that 93% of the students evaluated met this SLO. Instructors were given the choice to select from the Career Center research assignment, informational interview or a portfolio presentation in order to evaluate this SLO. With regards to the first two assignments, students were given the opportunity to research a career of their choice, one they might be interested in pursuing in the future. Students found these assignments interesting because of the valuable information they found in terms of viable careers options and in terms of the last assignment, it allowed students to put all of the pieces they learned throughout the semester together. Hence, the reason we feel students did so well in these assignments.

The Career Research assignment is typically completed at the Career Center. Students are given an in depth orientation of the services provided at the Center and then given the opportunity to do research on a career of their choice. They have the opportunity to obtain additional

assistance if necessary. However, typically those students who scored a 4 stayed beyond the class time or returned in order to complete the assignment. This assignment is mandatory for most Counseling 17 sections. The informational interview is an assignment where students interview or shadow a professional working in a career field of interest. Perhaps the portfolio presentation may be the assignment instructors choose to look at more closely to determine if it should be included as a tool to measure this SLO. This is more of a culminating project and would thus take more time to complete as they are looking at multiple sources to create their presentation or final portfolio. A committee in charge of revising the SLO's for this course has been working to determine what would be the best form of assessment for this SLO. The selected assignments chosen to evaluate this SLO may be different in the next cycle of assessment.

### **Closing the Loop**

This fall the Counseling 17 SLO committee will be completing all work related to revisions of SLO's, targeted assignments and rubrics for these. The work should be completed in time to take these changes to the Curriculum & Instruction Committee so that they can become effective summer 2016. The committee has tried to meet on a somewhat regular basis but since the majority of the members consists of adjunct faculty it has not been as easy to come together as a whole as often as they would have preferred.

Additionally, this class will be submitted to C & I to include the Distance Education component as well as the change in grading from Pass/No Pass to a graded class. Currently, Counseling 17 is the only course within our department that is not taken for a grade. It makes sense that we align all our courses for consistency.

### **Recommendations for Improvement**

In Counseling 10, instructors have decided to choose one assignment to evaluate each of their Student Learning Outcomes. It may wise for us to consider this option. Although the aforementioned assignments are all worthwhile it may be advantageous to focus on one or two and then to develop rubrics specific to those assessments. That has been the goal of the SLO revision committee. We will have a better idea of where we are with the new revised SLO's, rubrics and corresponding assessments at our Fall Instructor Retreat where these will be presented and discussed in greater depth.

Additionally, as mentioned in previous reports we need more time to meet as an instructional department. As it stands for the Fall 2015 term, we have met once during our regularly scheduled staff meeting time and will meet at the end of the semester for the fall retreat. This type of schedule does not allow for the on-going training/follow-up that should be completed by our department especially if we want to move to 100% compliance in reporting and understanding of SLO's.



## SLO#2 Spring 2015

Communicate competencies, characteristics, achievements and goals to others, including potential employers.

**Assessment:** Instructors used completed cover letters and résumés either separately or as part of a final portfolio or capstone project and/or presentation to class at the end of the semester.

### Rubric:

Score	Description
4	Student demonstrates full understanding of information (more than required); Able to give explanations and to elaborate
3	Student demonstrates clear understanding of most information, but unable to elaborate.
2	Student demonstrates some understanding of information; Only able to discuss at a rudimentary level.
1	Student demonstrates minimal understanding of information; Student cannot answer questions about subject.
0	Student demonstrates no understanding of information

### Results: &

4 <i>Mastery</i>	3 = <i>Accomplished</i>	2 = <i>Adequate</i>	1 = <i>Developing</i>	0 <i>Inadequate</i>	Totals
68	5	8	4	6	91 Students
75%	5%	9%	4%	7%	100%

### Analysis of Results:

Instructors were allowed to select from the choices mentioned above to evaluate this SLO. The majority of the instructors utilized the final portfolio or capstone project and/or presentation at the end of the semester to evaluate this SLO. Based on results noted above 80% of the students assessed met this goal. Since this project is considered a final project, students have gone through an extensive career exploration process, looked at vocational interests, defined their values and have completed research on possible career choices. For the most part, students are well prepared to complete this assignment and they seem to do a good job in articulating their strengths, achievements & goals. As a result of this class, students have gained some deep insight as to their wants, needs, values and career interests. This project serves to validate this point.

### Closing the Loop

As a group, we believe that revising the Student Learning Outcomes for this course will serve to create more consistency in the delivery of content across all sections and allow for the SLO's to be more succinct and clear. The committee recently completed work on Counseling 17 SLO's and created rubrics for targeted assignments. Once these changes are taken to the Curriculum and Instruction Committee, these changes should be in effect by summer of 2016. Additionally,

we will be including the addition of the Distance Education component to the class and we will also request that this class be converted from Pass/No Pass to a graded class. Faculty believe there is great amount of work in this class and students have also expressed their desire to have this class become one that assesses a letter grade.

### **Recommendations for Improvement**

Last year our designated lead for Counseling 17 organized a committee to work on SLO revision, identifying common assessments and designed common rubrics to be utilized across all sections. This was a major goal for our department. This year we have a new lead for this class. It is imperative to continue to move forward in continuing to strengthen our SLO process and evaluation methods and reporting. Moving forward, data collection will have to be an area to zero in on. We also recognize that as the department hires new adjunct instructors we will need to train them on the use of Canvas so the expectation will need to be that we all utilize this online course management tool.

### **Resource Request:**

We continue to believe that lack of time to meet as an instructional unit seems to be the place where our department is lacking. A more conscientious effort needs to be given in allotting more time for data collection, whole group discussion of outcomes and continual staff development training for our faculty. As mentioned several times in past reports, our department has many peak periods of registration but it is imperative that we continue to seek time to work on these important aspects of curriculum development and training.

Additionally, we would like to request the purchasing of updated materials for use by our department. We currently have a small library of resources but many of the resources such as our videotapes are outdated. We need to work on identifying what resources will help us in the classroom. This will require that we designate a point person to oversee this project.

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## *Counseling 30 \**

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### *Personal Exploration of Leadership*

#### **SLO #1 Fall 2014**

Explain leadership as a process and how values and experiences affect how one chooses to serve and lead.

#### **Text:**

Komives, S., Lucas, N. & McMahon, T. (2013). Exploring Leadership: For College Students Who Want to Make a Difference. Third Edition. San Francisco: Jossey-Bass. #

Additional readings were assigned and handouts were provided. #

**Assessment:** Film Review and Critique #

#### **Rubric:** \$

Score	Description
4	Student demonstrates full understanding of information (more than required); Able to give explanations and to elaborate
3	Student demonstrates clear understanding of most information, but unable to elaborate.
2	Student demonstrates some understanding of information; Only able to discuss at a rudimentary level.
1	Student demonstrates minimal understanding of information; Student cannot answer questions about subject.
0	Student demonstrates no understanding of information

<i>4 = Excellent</i>	<i>3 = Very Good</i>	<i>2 = Good</i>	<i>1 = Fair</i>	<i>0 = Poor</i>	<i>Totals</i>
7	9	3	0	4	25 Students
28%	36%	12%	0%	16%	100%

**Analysis:** Overall students seem to have met the SLO as hoped.

**Recommendation for Improvement:** Further refinement of the rubric needs to be done and an assessment of the SLOs for the course.

**Resource Request:** Time to work on development of an assessment process and evaluation of this course's SLOs.

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## College 1 &

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### *First Year Seminar*

#### **SLO # 1 Fall 2014**

Analyze external and internal motivating factors of successful college students.

**Text:** *Madonnas of Echo Park and Course Reader*

**Assessment\*:** Final ePortfolio

**Rubric:** Below

**Data\*:**

Score	4	3	2	1	0
Percent (1121 students)	60.2%	12.3%	6.1 %	2.6%	18.5%

#### **Analysis and Interpretation:**

Over 70% of students are achieving a level of mastery or accomplished showing an acceptable level of achievement. The results also show that students who are receiving a 0 for the most part never submitted the assignments.

#### **Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations included a more detailed model curriculum for the course. This was implemented in its first phase in fall 14. Further clarification of prompts for SLO#1 and the rubric were implemented.

#### **Recommendations for Improvement:**

We are planning on gathering College 1 faculty to participate in another round of refinement for the assignment prompt and the rubric to clarify the reflections we are seeking. Also, we will incorporate additional training for instructors to support the development of students' ability to analyze the factors related to their success in college.

#### **Resource Needs:**

- Support for a workgroup to address the rubric used for assessment of SLO#1 using the ePortfolio.

- Time for a retreat to work on the prompts and assess the clarity of the assessment tool based on the data gathered.
- Additional training for instructors to learn to use Canvas as a tool for SLO assessment.

## **SLO 2 Spring 2015**

Develop an understanding of critical reading strategies in order to sustain the effort required for college level work.

**Text:** *Madonnas of Echo Park* and Course Reader

**Assessment:** Final Reading Response Journal

**Rubric:** Below

**Data\*:**

Score	4	3	2	1	0
Percent (185 students)	40.5%	8.1%	7.5 %	5.9%	37.8%

### **Analysis and Interpretation:**

The use of the RRJ as an assessment tool for SLO#2 shows a wide gap between students at the level of mastery and those who were unsuccessful in submitting or performing at higher levels with their journals over the course of the term.

### **Closing the Loop (Reflections on previous Recommendations):**

No previous recommendations were identified as this was a first run at this instrument as an assessment tool.

### **Recommendations for Improvement:**

SLO#2 will be assessed using an ePortfolio reflection next year as the common instrument.

### **Resource Needs:**

- Support for a workgroup to address the rubric used for assessment of SLO#2 using the ePortfolio.
- Time for a retreat to work on the prompts and assess the clarity of the assessment tool based on the data gathered.
- Additional training for instructors to learn to use Canvas as a tool for SLO assessment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ePortfolio Rubric**

Criteria	Ratings					Pts
College Reading Reflection	MASTERY: Writer demonstrates ability to successfully select and use a wide range of appropriate critical reading strategies for a variety of texts and/or genres and reflects insightfully on the evolution of their reading strategies over the semester. 15 pts	ACCOMPLISHED: Writer demonstrates ability to successfully select and use appropriate critical reading strategies for a variety of texts and/or genres and reflects thoughtfully on the evolution of their reading strategies over the semester. 12 pts	ADEQUATE: Writer demonstrates ability to successfully select and use a limited number of reading strategies for a variety of texts and/or genres and reflects on the evolution of their reading strategies over the semester. 10 pts	DEVELOPING: Writer demonstrates ability to use a very limited number of reading strategies OR applies these strategies to only one type of text or genre OR does not reflect on the evolution of their reading strategies over the semester. 8 pts	INADEQUATE: Writer does not demonstrate an ability to use reading strategies. 0 pts	15 pts
Reading Reflection Artifacts	Both artifacts clearly connect to and support the reflection. 10 pts	Both artifacts connect to and support the reflection. 8 pts	Both artifacts connect to the reflection. 7 pts	One artifact connects to the reflection. 6 pts	No artifacts are provided. 0 pts	10 pts
Final Successes and Failures Reflection	MASTERY: The student insightfully describes both successes and failures and demonstrates ability and demonstrates the ability to evaluate the effectiveness of strategies used. 15 pts	ACCOMPLISHED: The student describes both successes and failures and demonstrates ability to select 3 strategies to overcome challenges in college. 12 pts	ADEQUATE: The student describes both successes and failures and demonstrates ability to select 2 strategies to overcome challenges in college. 10 pts	DEVELOPING: The student describes a success OR failure and selects 1 strategy to overcome a challenge. 8 pts	INADEQUATE: No reflection submitted OR very brief. 0 pts	15 pts
Successes and Failures - Motivating Factors	The student insightfully reflects on their ability to learn from successes and failures and the effect this learning has on their motivation to succeed in college. 15 pts	The student reflects on their ability to learn from successes and failures and the effect this learning has on their motivation to succeed in college. 12 pts	The student reflects on their ability to learn from successes and failures and briefly discusses the effect on their motivation to succeed in college. 10 pts	The student reflects on their ability to learn from a success OR failure. 8 pts	No reflection submitted. 0 pts	15 pts
Successes and Failures Artifacts	Both artifacts clearly connect to and support the reflection. 10 pts	Both artifacts connect to and support the reflection. 8 pts	Both artifacts connect to the reflection. 7 pts	One artifact connects to the reflection. 6 pts	No artifacts are provided. 0 pts	10 pts

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Criteria	Ratings					Pts
Letter to a Future Pathways Student	Letter or video fulfills all of the requirements completely and thoughtfully. 15 pts	Letter or video fulfills all of the requirements. 12 pts	Letter or video is missing 1 of requirements. 10 pts	Letter or video is missing 2 or more of the requirements. 9 pts	No letter or video provided. 0 pts	15 pts
Letter to a Future Pathways Student Artifacts	2-3 artifacts clearly connect to and support the reflection. 10 pts	2-3 artifacts connect to and support the reflection. 8 pts	1 artifact connects to and supports the reflection. 7 pts	One artifact connects to the reflection. 6 pts	No artifacts are provided. 0 pts	10 pts
Total Points: 90						

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**RRJ Rubric**

Criteria	Ratings					Pts
Summary	Includes a concise and complete summary of major events, characters, and important information about setting (place and time). 4 pts	Includes some major events, characters, and important information about setting (place and time). 3 pts	Includes one or two major events, characters, and limited information about setting (place and time). 2 pts	Includes either a major events, character description, or information about setting (place and time). 1 pts	No Marks 0 pts	4 pts
Your Response	Includes a thoughtful, well-developed response to the reading, including original opinions and reactions to specific parts of the text. A full paragraph in length. 4 pts	Includes a developed response to the reading, including opinions and reactions. A full paragraph in length. 3 pts	Includes a response to the reading, including opinions and reactions. Less than a full paragraph in length. 2 pts	Includes a very limited response to the reading. Significantly less than a full paragraph in length. 1 pts	No Marks 0 pts	4 pts
Discussion Questions	Includes 2 open-ended questions that could lead to an interesting conversation about the reading. 4 pts	Includes 1 open-ended questions that could lead to an interesting conversation about the reading. 3 pts	Includes 2 questions about the reading. 2 pts	Includes 1 question about the reading. 1 pts	No Marks 0 pts	4 pts
Reading Process	Includes a detailed explanation of your reading process, including use of strategies for understanding meaning and vocabulary, meaningful connections and strategies for managing distractions and motivation. 4 pts	Includes an explanation of your reading process, including use of strategies for understanding meaning and vocabulary, connections, and strategies for managing distractions and motivation. 3 pts	Includes a limited explanation of your reading process, including use of strategies for understanding meaning and vocabulary, or strategies for managing distractions and motivation. 2 pts	Includes a very limited explanation of your reading process, focusing on distractions or lack of motivation. 1 pts	No Marks 0 pts	4 pts
Good Words	Includes at least 3 words with a definition and a thoughtful explanation why each word was chosen. 4 pts	Includes at least 3 words with a definition and an explanation why each word was chosen. 3 pts	Includes at least 3 words with a definition. 2 pts	Includes fewer than 3 words OR is missing definitions. 1 pts	No Marks 0 pts	4 pts

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Criteria	Ratings	Pts
Total Points: 20		

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **Dance Department Annual Assessment Report – fall 2015**

1. **Course #:** Dance 004H

**Title:** WORLD ETHNIC DANCE

**CRN:** 70274

**SLO: #3** Demonstrate Basic Dance steps, body placement, foot-work, arm/ hand movements, hand clapping (Palmas), rhythmic patterns/ Dance combinations, and spatial awareness, along with terminology specific to the Flamenco rhythm.

**Assessment:** Students are required to perform individually, along with written exams in order to ascertain their current status and understanding of what's being taught in class.

**Results & Analysis:** Total students assessed: 25. According to the results this course seems to very understandable and students performance is well conducted.

**Recommendations for Improvements:** Encourage daily practice outside of class for mastery of SLO #3.

2. **Course #:** Dance 5A & 5B (Class is Combined)

**Title:** SOCIAL AND BALLROOM DANCING

**CRN:** 71151 & 71040

**SLO: #1** Students can demonstrate knowledge of basic steps and variations and apply them to a variety of social dance.

**Assessment:** Instructor Noelle North Norris requires students to have a written midterm for specific knowledge of counts and rhythm of various dances and observations of execution during class with various partnering.

**Results & Analysis:** Total students assessed: 23. According to the results none of the student scored in mastery, but have done very well in accomplished (10), adequate (8), and developing (5). There were no inadequate students.

**Recommendations for Improvements:** Areas needed in improvement is revision of SLO and by revising the SLO students will avail to mastery of the subject.

3. **Course #:** Dance 6A

**Title:** BEGINNING TAP

**CRN:** 73214

**SLO: #3** Demonstrate proper stage comportment and studio etiquette.

**Assessment:** Criteria for this SLO are attendance, promptness, visible application, and courtesy. Actual skill at tap does not affect this score.

**Results & Analysis:** Total student assessed: 22. Many of the students excelled in mastery (12) and accomplished (8). None of the students scored under adequate and developing, but two of the students did score under inadequate.

**Recommendations for Improvements:** Inadequate students should be encouraged to attend class regularly.

4. **Course #:** Dance 6B

**Title:** ADVANCE BEGINNING TAP

**CRN:** 73215

**SLO: #3** Demonstrate the ability to recognize and dance various meters, both simple and compound.

**Assessment:** The class is taught a warmup of progressing difficulty at the beginning of the term. They open every class with a warmup while Instructor Richard Kuller watches. They then cross the floor in pairs, executing traveling steps of increasing rhythmic complexity. After that, a challenging combination is taught, and they dance it in groups.

**Results & Analysis:** Total students assessed: 2. Both students accomplished mastery of SLO #3.

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

5. **Course #:** Dance 6C

**Title:** INTERMEDIATE TAP

**CRN:** 73216

**SLO: #3** Demonstrate intermediate combinations, variations, and tricks.

**Assessment:** Class does drills alternately, on air tricks, rhythm exercises, and dancing to music that asks for nuance and imagery. Dancers perform in small groups based on assignment.

**Results & Analysis:** Total students assessed: 12. According to the results each student performed exceptionally well in mastery (8), accomplished (3), and adequate (1).

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

6. **Course #:** Dance 008A

**Title:** BEGINNING COMPOSITION AND CHOREOGRAPHY

**CRN:** 70252

**SLO: #3** Apply critical thinking and problem-solving skills to compositional challenges and in analysis of other students work.

**Assessment:** Students will create an exploratory movement study by first designing and drawing on paper a visual “map” of pathways through space. Includes: Straight lines, curved lines, zig-zag scalloped and diagonal lines, forward, backward and side paths. Students must create a movement study for presentation.

**Results & Analysis:** Total students assessed: 18. Many students have done well through mastery (6), accomplished (4), adequate (3), and developing (1). Four students had received inadequate because they did not turn an assignment.

**Recommendations for Improvements:** Instructor Cheryl Banks-Smith should simplify assignment for student creativity akin to one’s own expression of creativity.

7. **Course #:** Dance 008B

**Title:** BEGINNING COMPOSITION AND CHOREOGRAPHY

**CRN:** 70255

**SLO: #3** Apply critical thinking and problem-solving skills at an intermediate level, both to compositional challenges and in analysis of other choreographer’s work.

**Assessment:** Students will create an exploratory movement study by first designing and drawing on paper a visual “map” of pathways through space. Includes: Straight lines, curved lines, zig-zag scalloped and diagonal lines, forward, backward and side paths. Create a movement study and present.

**Results & Analysis:** Total students assessed: 2. (Because this class is combined 8a/8b students work on the same assignment but are assessed with higher expectations.) Both students did very well in mastery and accomplished.

**Recommendations for Improvements:** Instructor Cheryl Banks-Smith needs to simplify assignment for more student success thereby allowing students to be open to their own creativity.

8. **Course #:** Modern Dance 9A & 9B

**Title:** BEGINNING MODERN DANCE

**CRN:** 73203 & 73204 (Combined)

**SLO:** #3 Observe and describe Kinesthetic dance.

**Assessment:** Each dance student is required to research to a modern dance pioneer performance from a library book to be interpreted using the technical aspect of movement/energy/awareness. Student demonstrates dance movements of the pioneer with complete respect of the musical rhythm(s) then show the energy, movement. Student will clearly and with detailed examples, describe verbally or in written form, the historical or cultural context of pioneer technique and choreography.

**Results & Analysis:** Total students assessed: 4 (# of students 13- not all students assessed completely). According to Professor Catrelia "Rikki" Magee eight students did not participate in midterm assignment due to poor attendance.

**Recommendations for Improvements:** Student attendance along with more accountability should be encouraged by the professor.

9. **Course #:** Dance 009A

**Title:** BEGINNING MODERN DANCE I

**CRN:** 71400

**SLO:** #2 Move with kinesthetic (body sensory) and somatic (body/mind) awareness using basic dance techniques and movement exploration.

**Assessment:** Students perform in small groups a 64-count movement phrase, a section of a longer combination progressively taught over a period of time.

**Results & Analysis:** Total students assessed: 25. All student conducted well performance in mastery (7), accomplished (11), adequate (5), and developing (2). None were inadequate.

**Recommendations for Improvements:** Instructor Cheryl Banks-Smith needs to help students with improving movement through body placement, alignment, centering and balance.

10. **Course #:** Dance 009B

**Title:** MODERN DANCE II

**CRN:** 72880

**SLO: #2** Perform movement combinations with awareness of space, time, dynamics and increase sensitivity to the body/mind connection.

**Assessment:** Students perform a 64-count movement phrase, a section of a longer combination progressively taught over a period of 6 weeks.

**Results & Analysis:** Total students assessed: 5. All students did well under mastery (3), accomplished (1), and adequate (1). Zero developing or inadequate students.

**Recommendations for Improvements:** One student scored adequate in class yet had “previous background in modern dance” according to Instructor Cheryl Banks-Smith. Instructor should encourage students to take daily practice outside of class for better mastery.

11. **Course #:** Dance 009C

**Title:** ADVANCE MODERN DANCE

**CRN:** 70285

**SLO: #3** Students will be able to perform and articulate complex movement combinations emphasizing spatial clarity, awareness of dance dynamics, phrasing of the music leading to student expressive Dance qualities.

**Assessment:** Using elements of choreographic design, create an original movement combination, based upon phrase material taught in class, working in the odd-metered rhythm of 5/4 time.

**Results & Analysis:** total students assessed: 11. All students performed well under mastery (6) and accomplished (5).

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

12. **Course #:** Ballet 11A & 11B (Combined)

**Title:** BEGINNNING BALLET

**CRN:** 72138 & 73854

**SLO: #3** Demonstrate and maintain focus and concentration as well as self, body, and spatial awareness.

**Assessment:** 11A & 11B. Students demonstrates correct physical alignment. Can remember and perform exercises and combinations with very few or no mistakes. Can demonstrate correct ballet technique with few or no errors. 11B students are challenge to have correct

physical alignment to better remember exercise combinations with very few or no mistakes as well demonstrate correct ballet dance technique with very few or no errors.

**Results & Analysis:** Total students assessed: 13. All students performed well under mastery (10) and accomplished (3). Intermediate one student.

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

13. **Course #:** Dance 0011C

**Title:** ADAVANCE BALLET

**CRN:** 73209

**SLO: #3** Students will be able to identify and define basic ballet terminology.

**Assessment:** Students are assessed as to how accurately they identify and perform the positions and steps given them through verbal direction using French terminology. Less physical demonstration done in concert with the verbal terminology and sometimes less context for less clues and cues.

**Results & Analysis:** Total students assessed: 14. All student performed well scoring under mastery (4) and accomplished (10).

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

14. **Course #:** Dance 13

**Title:** PILATES 13

**CRN:** 70292 & 73811

**SLO: #3** Demonstrate an increased range of motion and flexibility improved muscular tone, and an improved understanding of body mechanics.

**Assessment:** Student performs exercise with precision/no errors. Performs exercise with a feeling centeredness and control. Breathing is correct, loud, and 3 dimensional. Flowing movement is evident. The correct number of repetitions are executed.

**Results & Analysis:** Total students assessed: 27. All students scored under mastery.

**Recommendations for Improvements:** The technical components of the course are clearly structured in the course outline of record allowing the students to have mastery with SLO #3.

15. **Course #:** Dance 015 A & B

**Title:** BEGINNING JAZZ DANCE

**CRN:** 70782 & 70798 (Combined)

**SLO:** #3 Move with beginner level musicality.

**Assessment:** The students completed jazz walks across the floor on counts 1, and 5... etc.

**Results & Analysis:** Total students assessed: 20. Students scored under mastery (11), accomplished (7), adequate (1), and developing (1). Part B total students assessed: 4. Three students scored under mastery (2) and accomplished (1). One student absent.

**Recommendations for Improvements:** Instructor Knowlton is doing well with student accomplishment and mastery of this SLO.

16. **Course #:** Dance History 21A

**Title:** CULTURAL AND SOCIAL HERITAGE

**CRN:** 73211 & 71489

**SLO:** #3 Students will be able to articulate knowledge of the function of dance in diverse cultures and societies.

**Assessment:** RRJ write-ups, assessment for chapter 12.

**Results & Analysis:** Total students assessed: 33. All students performed very well under mastery (20) and accomplished (13).

**Recommendations for Improvements:** Professor Magee needs to set time-lines for daily assignment(s), while encouraging students to turn work in on time or lose points.

17. **Course #:** Dance History: Dance 021A

**Title:** CULTURAL AND SOCIAL HERITAGE

**CRN:** 73787

**SLO:** #3 Students will be able to articulate knowledge of the function of dance in diverse cultures and societies.

**Assessment:** A written quiz with true/false, multiple choice, matching questions and an essay demonstrating knowledge of course materials, given during the 4<sup>th</sup> week of semester.

**Results & Analysis:** Total student assessed: 30. According to results students scored under mastery (6), accomplished (15), adequate (2), and developing (6). Inadequate one student.



**Recommendations for Improvements:** Instructor Banks-Smith should change the testing strategies as an essay format for critical thinking which is trending now for better student success. Student(s) will show less anxiety through self-guided analysis.

18. **Course #:** Dance 21B

**Title:** DANCE HISTORY: SPECTACLE AND PERFORMANCE ART

**CRN:** 72266

**SLO: #3** Students will be able to articulate knowledge of dance as a collaborative art form and define its relationship to other arts including theater, music, visual arts, literature, lighting and stagecraft.

**Assessment:** Response paper.

**Results & Analysis:** Total students assessed; 15. According to the results students scored under mastery (7), accomplished (6), and adequate (2).

**Recommendations for Improvements:** Instructor Shaw uses critical thinking strategies which proves to be effective in student outcomes.

19. **Course #:** Dance 022A/B

**Title:** DANCE PERFORMANCE

**CRN:** 70648

**SLO: #3** Develop a sense of “artistry” by integrating technical movement skills with intuition and personal presence.

**Assessment:** Students Dance an “in-class performance”.

**Results & Analysis:** Total students assessed: 18. All students did well under mastery (10), accomplished (6), and adequate (2).

**Recommendations for Improvements:** Student support is evident through faculty participation. There is too much emphasis by the instructor for student “artistry”. Professor Magee suggest less emphasis on the term “artistry.” Which is personal and cannot always be taught by a Dance instructor, but “felt” only by those students who are gifted to explore and examine the creative process and to do so requires more than one semester.

20. **Course #:** Dance 025

**Title:** MOVEMENT FOR CHILD DEVELOPMENT

**CRN:** 73219

**SLO:** #3 Students will be able to demonstrate skill in a variety of movement activities.

**Assessment:** Reflection paper based on chapter two with proper English grammar.

**Results & Analysis:** Total students assessed: 16. According to the results students scored under mastery (12), accomplished (2), and adequate (2).

**Recommendations for Improvements:** Instructor Banks-Smith shows above adequate success with students enrolled for Dance 25.

### **Overall Assessment and Recommendation**

In summary each Dance instructor's courses were assessed by Catrelia "Rikki" Magee, Senior Dance Professor with a recommendation for more discussion by the Dance faculty to integrate critical thinking strategies in relation to Dance courses taught in the Dance department.

Dance Faculty should try to organize an extended meeting or retreat where we discuss how we are teaching critical thinking in relation to Dance critique. Which of the techniques are yielding the best results and how to formalize these techniques across all sections of Dance. We will then update course outline of record to reflect this and continue to assess students' performance in regards to critical thinking to see if there is improvement.

I, Catrelia "Rikki" Magee highly recommend that all Dance courses taught in the Dance Department are rotated for the sake of students to embrace a variety of learning strategies with their instructors.

The SLO's are not all working for student success, especially in the Modern Dance and Ballet advanced levels. SLO's need to be practical and simplified for improved student outcomes and performance. Some Dance Faculty tend to over write SLO manual-script causing an over display of what is truly required of the students. For example: repeatability courses are not realistic in comparison to the real world of Dance. Levels III and IV have low enrollments and are not germane to the mainstream of Dance. I recommend that the few students of levels III and IV would now be in a position to audit rather than faculty teaching combined courses that fabricate SLO's which are not truly these levels in the real world of Dance. I have watched Pasadena City College Dance students outside of our institution take class in Ballet and Modern Dance who struggle to execute the most basic of technique and steps. I suggest an additional training program to help our students become successful in their Dance careers.

The PCC Dance program is now somewhat of a recreational opportunity rather than being committed to training our students to excel for an opportunity in earning a Dance major for the AA Degree. This should change once a major in Dance is implemented.

# 2014 - 2015 AAR

## DENTAL HYGIENE PROGRAM

DH 101A FUNDAMENTALS OF DENTAL HYGIENE

DH 101B FUNDAMENTALS OF DENTAL HYGIENE THEORY AND PRACTICE

DH 104A CLINICAL DENTAL HYGIENE THEORY AND PRACTICE: PAIN CONTROL

DH 104B CLINICAL DENTAL HYGIENE THEORY AND PRACTICE

DH 104C CLINICAL DENTAL HYGIENE THEORY AND PRACTICE

DH 105 PATHOLOGY

DH 107 INTRODUCTION TO ORAL HEALTH RESEARCH

DH 108 PHARMACOLOGY

DH 109 DENTAL HEALTH EDUCATION, COMMUNICATION AND DIVERSITY

DH 111 CURRENT ISSUES IN DENTAL HYGIENE

DH 113A PERIODONTICS

DH 113B PERIODONTICS

DH 116 DENTAL MATERIALS

DH 117 DENTAL MORPHOLOGY AND OCCLUSION

DH 119A COMMUNITY DENTAL HEALTH

DH 119B COMMUNITY DENTAL HEALTH LAB

DH 120 INDEPENDENT STUDY

DH 121 CLINICAL PRACTICE IN ALTERNATIVE SETTINGS

DH 122 MEDICAL EVALUATION OF DENTAL HYGIENE PATIENTS

DH 141 ORAL RADIOLOGY

DH 200A DIRECTED STUDIES IN CLINICAL DENTAL HYGIENE

DH 200B DIRECTED STUDIES IN CLINICAL DENTAL HYGIENE

DH 200C CLINICAL BOARD PREPARATION

ANAT 115 HEAD AND NECK ANATOMY

**Course number and title:** 101A – Fundamentals of Dental Hygiene

**Semester:** Fall 2014

**CRN:** 71288

**SLO number and text:** SLO # 1. Perform and properly record the findings of a comprehensive client assessment and utilize the information gathered to devise a complete dental hygiene care plan that meets the individual needs of the client.

**Method of Assessment:** Daily Progress Report

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed: 16**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	2	13	0	1	0

**Analysis and Interpretation:**

Daily progress reports represent and demonstrate students' gradual growth with their newly learned skills in dental hygiene instrumentation. Most students are at the *Accomplished* level for this assessment. Because of its format, this method of evaluation allows detailed daily evaluation and feedback. This enables students to concentrate on the area they need to improve and how to improve.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

By daily recording of the scores identify the student(s) in need of improvement and in which areas the improvement is necessary. Also, consider alternate methods of instruction to be able accommodate individual learning styles.

**Resource Needs:**

Tutoring, faculty resources to attend educational methodology courses.

**Course number and title:** DH 101A – Fundamentals of Dental Hygiene

**Semester:** Fall 2014

**CRN:** 71288

**SLO number and text:** SLO #2 - Demonstrate the ability to safely and effectively provide comprehensive dental hygiene care.

**Method of Assessment:** Instrumentation Skill Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 16

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	5	11	0	0	0

**Analysis and Interpretation:**

These assessments reflect clinical skills that dental hygiene students need to excel in order to progress and be successful in the program. Continual practice on typodont with the help of instrumentation videos has helped students to be successful in these evaluations.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Although final grades are at *Accomplished* and *Mastery* level, they do not reflect some of the individual evaluation results where students performed below *Adequate* and had to remediate and be re-evaluated. Those low scores were directly related to the time and effort spent on practicing the skills outside of the classroom.

**Resource Needs:**

Faculty available for tutoring and remediation

**Course number and title:** DH 101B – Fundamentals of Dental Hygiene Theory and Practice

**Semester:** Spring 2015

**CRN:** 32713

**SLO number and text:** SLO #1 - Perform and properly record the findings of a comprehensive client assessment and utilize the information gathered to devise a complete dental hygiene care plan that meets the individual needs of the client.

**Method of Assessment:** Daily Clinical Evaluation Sheets

**Rubric:**

<b>Scale:</b> 4 = Mastery:	90%100%; always meets criteria; rarely requires assistance.
3 = Accomplished:	80 %-89%; generally meets criteria; occasionally needs help
2 = Adequate:	75%-79%; sometimes meets the criteria; works well under close supervision
1 = Developing:	65%-74%; rarely meets the criteria; does not comprehend instructions
0 = Inadequate:	0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed: 15**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	3	0	0	0

**Analysis and Interpretation:**

Majority of students achieved *Mastery* level. Using the daily clinical sessions to evaluate and a constructive feedback is an efficient way to focus in which areas student is performing well and which they need improvement or tutoring. Students also self-evaluate on a daily basis before the instructor makes any comments, so this allows reflection on students' part as well.

**Closing the Loop (Reflections on previous Recommendations):**

N/A

**Recommendations for Improvement:**

To evaluate and revise daily grade sheet as it becomes necessary and to reflect new duties added to the Dental Hygiene scope of practice

**Resource Needs:**

Funding for more tutoring hours for student success.

**Course number and title:** 101B – Fundamentals of Dental Hygiene Theory and Practice

**Semester:** Spring 2015

**CRN:** 32713

**SLO number and text:** SLO #2 -Demonstrate their ability to safely and effectively provide comprehensive dental hygiene care.

**Method of Assessment:** Skills Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	8	7	0	0	0

**Analysis and Interpretation:**

All students were at the *Mastery* or *Accomplished* levels. These evaluations are a reflection on how well the students are able to demonstrate the clinical skills necessary for a competent DH student to assess and complete a treatment. Over the years the assessment format and the content have been revised to enable a detailed and comprehensive skills evaluation. Students are aware of the criteria and have a better chance to prepare knowing all criteria that instructors are looking for each skill.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Evaluate and revise the forms as necessary

**Resource Needs:**

Funds for faculty training to help in creating valid and dependable skills evaluations, Attend conferences where issues in dental hygiene education are addressed



**Course number and title:** DH 104A – Clinical Dental Hygiene Theory and Practice:  
Pain Control

**Semester:** Summer 2015

**CRN:** 50851

**SLO number and text:** SLO #1. Apply infection control practices in compliance with state and federal OSHA standards and laws while administering and accurately recording local anesthesia and/or nitrous oxide sedation.

**Method of Assessment:** Final Score of Clinical Performances

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	10	5	0	0	0

**Analysis and Interpretation:**

The results indicate that all students are at mastery or accomplished levels. These levels are acceptable and desirable as the safe administration of local anesthesia is a highly technical skill. The SLO and the method of assessment are consistent with the course and performance objectives.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 104A – Clinical Dental Hygiene Theory and Practice:  
Pain Control

**Semester:** Summer 2015

**CRN:** 50851

**SLO number and text:** SLO #2. Analyze the patient's need for local anesthesia and or nitrous oxide and administer the appropriate anesthetic or analgesic using safe and effective techniques.

**Method of Assessment:** Anesthesia Clinical Competency Examination

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	10	5	0	0	0

**Analysis and Interpretation:**

The results indicate that all students are at mastery or accomplished levels. This method of assessment is a cumulative representation of the course. The results are favorable considering the safe and effective administration of local anesthesia and nitrous oxide/ oxygen sedation are highly technical skills. The SLO and method of assessment are consistent with the course performance objectives.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 104A – Clinical Dental Hygiene Theory and Practice:  
Pain Control

**Semester:** Summer 2015

**CRN:** 50851

**SLO number and text:** SLO #3. Demonstrate professional behavior in all communications and activities involving their classmates, patients, and instructors.

**Method of Assessment:** Course Professionalism Grade

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	15	0	0	0	0

**Analysis and Interpretation:**

Results indicate that all students are at the mastery level. Professionalism is an integral component of becoming professional dental hygienist. This quality is important for patient confidence during the highly technical administration of local anesthesia and nitrous oxide/oxygen sedation. The SLO and method of assessment are valid and consistent with the course performance objectives.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 104B – Clinical Dental Hygiene Theory and Practice

**Semester:** Fall 2014

**CRN:** 70326

**SLO number and text:** SLO#1. Demonstrates the appropriate level of knowledge, skills, and technical ability as utilized in industry standards as an intermediate Dental Hygiene Student.

**Method of Assessment:** Clinical Scaling Competency I

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	0	3	9	0	0

**Analysis and Interpretation:**

This SLO is based on the requirements for Dental Hygiene students to pass a licensing examination where they demonstrate the knowledge, skills, and technical ability in accordance of industry standards. A 75% (Adequate) is considered a cut-off for successful completion of the state licensing examination.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

One-on-one tutoring with students to improve clinical skills to achieve higher levels of passing grades.

**Resource Needs:**

Funds for faculty to attend licensing examination orientations in order to understand and comply with state regulations and examination format. Funds allocated for faculty for tutoring.

**Course number and title:** DH104B – Clinical Dental Hygiene Theory and Practice

**Semester:** Fall 2014

**CRN:** 70326

**SLO number and text:** SLO #2. Create and present written and oral communication that address different purposes and audiences.

**Method of Assessment:** Plaque Control Project

**Rubric:**

Scale: 5 = Mastery:	90%100%; always meets criteria; rarely requires assistance.
4 = Accomplished:	80 %-89%; generally meets criteria; occasionally needs help
3 = Adequate:	75%-79%; sometimes meets the criteria; works well under close supervision
2 = Developing:	65%-74%; rarely meets the criteria; does not comprehend instructions
1 = Inadequate:	0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	12	0	0	0	0

**Analysis and Interpretation:**

Patient education is a subject that is integrated in DH program curriculum from the first semester and is constantly evaluated with each patient. This Project is the culmination of all that students have learned throughout the program, and is successful because there are clear and exact guidelines and requirements as to how to achieve a “mastery” level.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH104B – Clinical Dental Hygiene Theory and Practice

**Semester:** Fall 2014

**CRN:** 70326

**SLO number and text:** SLO #3. Demonstrate professional behavior, attitude, and participation in all activities within the course.

**Method of Assessment:** Clinical Experiences Sections of Final Grade

**Rubric:**

Scale: 5 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.

4 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help

3 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision

2 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions

1 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	3	8	1	0	0

**Analysis and Interpretation:**

In this course students are applying the knowledge and skills learned through junior year. The results of this SLO are consistent with students' abilities and success with pre-requisite and co-requisite courses, because they are applying theory to practice.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Identifying students that are at "Developing" or "Adequate" level early on (first year-first semester; first year-second semester), and guiding and mentoring them to achieve to the "Accomplished" or "Mastery" level. Remediation and/or tutoring ideally with various faculty, which will provide them to hear the same subject from different angles, because each faculty words the same concept differently.

**Resource Needs:**

Funds to pay adjunct faculty for tutoring/remediation

**Course number and title:** DH104B – Clinical Dental Hygiene Theory and Practice

**Semester:** Fall 2014

**CRN:** 70326

**SLO number and text:** SLO #4. Integrate safety and infection control steps at all times during procedures

**Method of Assessment:** Infection Control/Sterile Techniques section of Clinic Evaluation Sheet

**Rubric:**

Scale: 5 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
4 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
3 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
2 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
1 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	12	0	0	0	0

**Analysis and Interpretation:**

The success of this SLO is ensured by pre-requisites DH101A and DH 101B completed the year prior, where in order for students to advance from one course to the next they have to demonstrate mastery in complying with infection control practices required in health care.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 104 C – Clinical Dental Hygiene Theory and Practice

**Semester:** Spring 2015

**CRN:** 32714

**SLO number and text:** SLO #1. Demonstrates the appropriate level of knowledge, skills, and technical ability as utilized in industry standards as a competent Dental Hygiene Student.

**Method of Assessment:** Mock Board Examination #2

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	2	1	9		

**Analysis and Interpretation:**

The results indicated that the majority of student are at the adequate level and the remainder are above adequate. The level of adequate is aligned with the expectations of the dental hygiene clinical board exams but it is not the most desirable results for the program. It also must be noted that the students must remediate and retest until the 75% result is attained. The SLO and method of assessment are valid and appropriate. Dental hygiene skills are highly technical and need many hours of practice and instruction to get to the mastery level. The program is always working toward all of the student getting to the mastery level,

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Early identification of students at the adequate or lower levels and use remediation and tutoring efforts to help them attain higher levels of mastery.

**Resource Needs:**

Funding for adequate faculty tutors to meet the needs of struggling students



**Course number and title:** DH 104C – Clinical Dental Hygiene Theory and Practice

**Semester:** Spring 2015

**CRN:** 32714

**SLO number and text:** SLO #2. Create and present written and oral communication that address different purposes and audiences.

**Method of Assessment:** Clinical Case Assignment

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	11	1			

**Analysis and Interpretation:**

All students but one were at the mastery level. The one student that was at the accomplished level did not follow the instructions and put little effort in the writing of the project. The method of assessment is a cumulative, cap stone project for the program which encompasses the comprehensive dental hygiene care provided by a licensed dental hygienist. The SLO and method of assessment are valid and consistent with the course and program objectives.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations

**Recommendations for Improvement:**

In order for the students to complete this assignment they are utilizing outdated methods. For the intraoral pictures needed they are using their cell phones instead of the intraoral cameras they will be expected to use in the dental office. They also need to collect their data on paper then transfer to a computerized software program because the dental hygiene clinic is not up to date with the technologies of the dental offices in which they will be employed. This puts our graduates at a disadvantage as far as marketability upon graduation.

**Resource Needs:**

Funding to get the dental hygiene clinic up to industry standards to ensure that our graduates are employable upon graduation. Although it has been requested for the last several years no great progress is being made to make it a reality.

**Course number and title:** DH 104 C – Clinical Dental Hygiene Theory and Practice

**Semester:** Spring 2015

**CRN:** 32714

**SLO number and text:** SLO #3. Demonstrate professional behavior, attitude, and participation in all activities within the course.

**Method of Assessment:** Clinical Experiences Sections of Final Grade

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	3	9	0	0	0

**Analysis and Interpretation:**

The results indicates that a majority of the students are at the accomplished level which is good but not the most desirable of the program. The procedures provided by the dental hygienist involves a highly technical skill set. In order to build these skills it takes much practice and instruction. Each student will develop these skills at a different pace but this being the last clinical course of the program they outcomes should be a little higher. The SLO and method of assessment are appropriate.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Early identification of students that are struggling in the development of skill and remediate and provide resources for success.

**Resource Needs:**

Funding for faculty tutoring and mentoring.

**Course number and title:** DH 104 C – Clinical Dental Hygiene Theory and Practice

**SLO number and text:** SLO #4. Integrate safety and infection control steps at all times during procedures.

**Method of Assessment:** Infection Control/Sterile Techniques section of Clinic Evaluation Sheet

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students	12	0	0	0	0

**Analysis and Interpretation:**

Results indicate that all students are at mastery level. These results are expected as the students learn and utilize these principles throughout the program. This being the last clinical course of the program it is appropriate to monitor that all infection control procedures are being followed at all times while treating patients. The SLO and method of assessment is valid and appropriate.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 105 - Pathology

**Semester:** Spring 2015

**CRN:** 32715

**SLO number and text:** SLO #1. Evaluate the tissues and structures of the head and neck by performing a comprehensive intra-oral and extra-oral examination and radiographic inspection

**Method of Assessment:** Course Grade

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	4	9	1	0	0

**Analysis and Interpretation:**

The results indicate that all students are at or above adequate levels which is consistent with passing percentages for the national and clinical board examinations which the students will need to pass in order to become licensed. However, these results are a little lower than program expectations in which we would like to have more students in the mastery level. The SLO and method of assessment may not be as consistent with the course objectives.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

SLO and method of assessment need to be reviewed and evaluated for revisions that better exemplify the original intent of SLO, course content and objectives.

**Resource Needs:**

Funding for adjunct faculty, instructor of record, to work with the program director to revise the SLO's.

**Course number and title:** DH 105 – Pathology

**Semester:** Spring 2015

**CRN:** 32715

**SLO number and text:** SLO #2. Formulate a plan of action based on the findings from a comprehensive intraoral and extraoral examination and radiographic inspection.

**Method of Assessment:** Oral Presentation/Report

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14				

**Analysis and Interpretation:**

Results indicate that all students are at mastery level. SLO and method of assessment are consistent with the intent of the course.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 107 – Introduction to Oral Health Research

**Semester:** Summer 2015

**CRN:** 50503

**SLO number and text:** SLO #1. Critically evaluate current product research information and scientific literature as it relates to the practice of dental hygiene.

**Method of Assessment:** Article Analysis Assignment (See Attached Assignment)

**Rubric:**

<b>Scale:</b> 4 = Mastery:	90%100%; always meets criteria; rarely requires assistance.
3 = Accomplished:	80 %-89%; generally meets criteria; occasionally needs help
2 = Adequate:	75%-79%; sometimes meets the criteria; works well under close supervision
1 = Developing:	65%-74%; rarely meets the criteria; does not comprehend instructions
0 = Inadequate:	0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14				

**Analysis and Interpretation:**

The outcomes indicate that all students were at the Mastery level for this assessment. The assessment tool is closely aligned with the SLO and is representative of all portions of the course.

**Closing the Loop (Reflections on previous Recommendations):**

NA. No previous recommendations.

**Recommendations for Improvement:**

No recommendations needed as the SLO is being met with 100% success.

**Resource Needs:**

None.

**Course number and title:** DH 107 – Introduction to Oral Health Research

**Semester:** Summer 2015

**CRN:** 50503

**SLO number and text:** SLO #2. Design your own research questions and present an informative or experimental research project while applying the scientific method and utilizing the components of research writing.

**Method of Assessment:** Table Clinic Presentation

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14				

**Analysis and Interpretation:**

100% of the students are at mastery level for this SLO. The method of assessment is a project that is a culminating assessment of the knowledge learned throughout the course. It indicates that the students have developed the research skills throughout the course to complete the assignment successfully.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 108 - Pharmacology

**Semester:** Fall 2014

**CRN:** 71153

**SLO number and text:** SLO#1. Demonstrate knowledge of drug classification and identification.

**Method of Assessment:** Examination 2

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12 (13 students enrolled, 1 dropped)

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	8	4	0	0	0

**Analysis and Interpretation:**

All students were at mastery or accomplished levels which meets acceptable levels. It is believed that the students at the accomplished level did not allow enough time to study the material adequately.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Instructor to review study methods for this particular subject area.

**Resource Needs:**

None



**Course number and title:** DH 108 – Pharmacology

**Semester:** Fall 2014

**CRN:** 71153

**SLO number and text:** SLO #2. Apply principles of pharmacokinetics, toxicology, pharmacodynamics in clinical situations.

**Method of Assessment:** Group Project

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12 (13 enrolled, 1 dropped)

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All students are at mastery level on this SLO. This is attributed to the fact that it was a group projects where all groups worked well together and ended up teaching each other during the process.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH108 - Pharmacology

**Semester:** Fall 2014

**CRN:** 71153

**SLO number and text:** SLO#3. Knowledge of drug interactions and adverse reactions to clinical situations.

**Method of Assessment:** Total of Homework Assignments

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12 (13 enrolled, 1 dropped)

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	8	4	0	0	0

**Analysis and Interpretation:**

All students fell into the mastery or accomplished categories. Those in the accomplished area did not completely follow assignment instructions, did not completely answer all questions, or did not put forth adequate effort to complete the tasks.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Instructor to clarify and stress important instructions and explanations. Also, review acceptable methods for citation of sources.

**Resource Needs:**

None

**Course number and title:** DH 109 - Dental Health Education, Communication and Diversity

**Semester:** Fall 2014

**CRN:** 70329

**SLO number and text:** SLO #1. The student will be able to discriminate between the stages of periodontal disease for client educational purposes and design a personalized treatment care plan, a nutritional plan, preventative strategies and maintenance schedules based on the assessment of the client's periodontal health.

**Method of Assessment:** Plaque Control Assignment (Clinic role-play)

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students: 15	5	9	1		

**Analysis and Interpretation:**

The majority of the students scored in the mastery or accomplished area of this SLO. It is important to note, the one student that scored in the adequate category struggled in all courses of the dental hygiene program and did not move forward past the first semester. This assignment is the first time they are performing a complete oral hygiene presentation chairside to a patient/partner. Therefore the scores are well within an acceptable range. The assessment tool is appropriate for the accomplishment of this SLO.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 109 - Dental Health Education, Communication and Diversity

**Semester:** Fall 2014

**CRN:** 70329

**SLO number and text:** SLO #2. The student will be able to debate the issues of disparity with oral disease by focusing on the financial barriers in delivering oral health care

**Method of Assessment:** Class Participation Section of Course Grade

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed: 15**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students: 12	3	11	1		

**Analysis and Interpretation:**

The majority of the students scored in the mastery or accomplished area of this SLO. It is important to note, the one student that scored in the adequate category struggled in all courses of the dental hygiene program and did not move forward past the first semester. Class participation varies on topics and student personalities but building of communicative skills and debate are important to the career of the dental hygienist.

**Closing the Loop (Reflections on previous Recommendations):**

Not Applicable. No previous recommendations.

**Recommendations for Improvement:**

Instructor could create guided questions for debate and discussion topics so all students can prepare in advance so they feel comfortable joining in the conversations.

**Resource Needs:**

None

**Course number and title:** DH 109 - Dental Health Education, Communication and Diversity

**Semester:** Fall 2014

**CRN:** 70329

**SLO number and text:** SLO #3. The student will be able to apply technical expertise to develop effective learning tools for personalized chair-side instructions using communication techniques that meet the client's individual learning style.

**Method of Assessment:** Chair-Side Visual Aide

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

Data:

**Total Students Assessed: 15**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students 15	5	9	1		

**Analysis and Interpretation:**

The majority of the students scored in the mastery or accomplished area of this SLO. It is important to note, the one student that scored in the adequate category struggled in all courses of the dental hygiene program and did not move forward past the first semester. The assessment tool is valid as the end product is utilized throughout the remainder of the program in clinic as a chairside aid to educate and communicate with patients.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None.

**Resource Needs:**

None.

**Course number and title:** DH 111 - Current Issues in Dental Hygiene

**Semester:** Spring 2015

**CRN:** 32716

**SLO number and text:** SLO #1. Demonstrate an understanding of the ethical behavior of a professional dental hygienist.

**Method of Assessment:** Written and Oral Research Project

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed: 12**

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

*DH 111 Current Issues in Dental Hygiene* is a course that students take during their final semester of a two-year program. By this point they have written and presented multiple research projects and have honed skills of necessary to write and present in front of an audience, continually being evaluated by both classmates and professors. Students have clear guidelines and instructions of what is expected and how the written and oral portions of the project will be evaluated. Also, the project is assigned and topics are chosen by students at the beginning of the semester which allows students enough time to conduct research, write the paper and prepare PowerPoint presentation.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations

**Recommendations for Improvement:**

None

**Resource Needs:**

It will be helpful to have access to monetary funds in order to invite guest speakers/representatives from Dental Hygiene National and State organizations; attorney(s) that will clarify and explain laws governing dental hygiene profession and state laws.

**Course number and title:** DH111 Current Issues in Dental Hygiene

**Semester:** Spring 2015

**CRN:** 32716

**SLO number and text:** SLO 2. Demonstrate an understanding of dental hygiene behavior in accordance with state laws and Dental Practice Act (DPA).

**Method of Assessment:** Midterm Examination

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14	0	0	0	0

**Analysis and Interpretation:**

All 14 students performed at the *Mastery* level. This is a course that has direct ramifications for students' success with obtaining a Registered Dental Hygienist license. To be able to practice in the State of California DH students have to pass a two part examination –a practical, demonstrating the clinical skills, and a written in California State Law and Ethics.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

Funds to have guest speakers from National and State DH Organizations.

**Course number and title:** DH 113A - Periodontics

**Semester:** Fall 2014

**CRN:** 70330

**SLO number and text:** SLO #1. Student will be able to differentiate between normal and diseased periodontium and state the etiology factors involved with the disease process.

**Assessment:** Final exam consisting of multiple choice and T/F questions

**Rubric:**

4 = Mastery:	90%-100%; always meets criteria; rarely requires assistance.
3 = Accomplished:	80 %-89%; generally meets criteria; occasionally needs help
2 = Adequate:	75%-79%; sometimes meets the criteria; works well under close supervision
1 = Developing:	65%-74%; rarely meets the criteria; does not comprehend instructions
0 = Inadequate:	0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students</b>	4	8	0	0	0

**Analysis and Interpretation:**

Students performed well. The assessment tool appears valid and the rubric is satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for improvement:**

No revisions to the SLO, rubric, assessment tool are planned at this time

**Resources Needs:**

None at this time



**Course number and title:** DH 113A - Periodontics

**Semester:** Fall 2014

**CRN:** 70330

**SLO number and text:** SLO #2 Utilize comprehensive assessment data to formulate a comprehensive periodontal treatment plan addressing all of the patient's individual needs.

**Assessment:** Review of peer reviewed journals

**Rubric:**

4 = Mastery:	90%-100%; always meets criteria; rarely requires assistance.
3 = Accomplished:	80 %-89%; generally meets criteria; occasionally needs help
2 = Adequate:	75%-79%; sometimes meets the criteria; works well under close supervision
1 = Developing:	65%-74%; rarely meets the criteria; does not comprehend instructions
0 = Inadequate:	0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students:</b>	12	0	0	0	0

**Analysis and Interpretation:**

Students performed well. The assessment tool appears valid and the rubric is satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for improvement:**

No revisions to the SLO, rubric, assessment tool are planned at this time

**Resources Needs:**

None at this time

**Course number and title:** DH 113B - Periodontics

**Semester:** Spring 2015

**CRN:** 32717

**SLO number and text:** SLO #1. The dental hygiene student will be able to demonstrate an understanding of the rationale for selected approaches to non-surgical and surgical periodontal therapy.

**Method of Assessment:** Review of peer reviewed journals

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	8	4			

**Analysis and Interpretation:**

Students performed well. The assessment tool appears valid and the rubric is satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Not Applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 113B - Periodontics

**Semester:** Spring 2015

**CRN:** 32717

**SLO number and text:** SLO #2. The dental hygiene student will be able to utilize their knowledge of periodontal disease to assess the outcome of the non-surgical & surgical therapies.

**Method of Assessment:** Final written exam

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	8	4			

**Analysis and Interpretation:**

Students performed well. The assessment tool appears valid and the rubric is satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

No revisions to the SLO, rubric, assessment tool are planned at this time

**Resource Needs:**

None

**Course number and title:** DH 116 – Dental Materials

**Semester:** Spring 2015

**CRN:** 32718

**Instructor:** Stephanie Schmidt

**Student Learning Outcome (SLO) assessed:**

#1: Demonstrate and integrate entry level technical skills and abilities to successfully manipulate and use dental office materials as regulated by the dental governing bodies and industry standards.

**Method of Assessment (describe assessment and attach rubric if available):** Pouring Rubber Mold Model in laboratory session in class.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

**Total Students Assessed:** 13

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	8	5	0	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (3 or 4).**

Information clearly presented in lecture and syllabus and reviewed by instructor and demonstrated by instructor prior to student being asked to pour model. Instructions are written step by step.

**What factors may have influenced the students who scored poorly on this SLO (0 or 1)?**

No students scored poorly, but students who might have scored poorly may have been careless in completing the task, not paying attention to the demonstration, not following the step by step instructions, or tardy to class and missed part of the demonstration.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Continue with the same process of lecture, demonstration, providing written step by step instructions and instructor guidance during the completion of the task. For those students who decline coming up closer to see the demonstration, perhaps the instructors might insist that they move closer to the demonstration area. Students could be encouraged to bring the proper books needed for the task and maybe a lesson in following instructions would be helpful.

**Course number and title:** DH 116 – Dental Materials

**Semester:** Spring 2015

**CRN:** 32718

**Instructor:** Stephanie Schmidt\_\_\_\_\_

**Student Learning Outcome (SLO) assessed:**

#2: Utilize safety and infection control steps at all times during laboratory and clinical procedures

**Method of Assessment (describe assessment and attach rubric if available):** Safety Exam  
(Multiple Choice exam on classroom/school safety procedures).

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

**Total Students Assessed:** 13

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	13	0	0	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (3 or 4)?**

Information clearly presented in lecture and syllabus and reviewed by instructor one week prior to examination date. Students were expected to know information, but were permitted to retake exam in order to attain 100%.

**What factors may have influenced the students who scored poorly on this SLO (0 or 1)?**

Not applicable. Allowing students to retake exam to attain 100% eliminated poor scores and also ensured all students eventual success in demonstrating an understanding of safety issues/procedures.

**What suggestions would you recommend to help more students achieve success with this SLO?** Continue with the same process of lecture, reading, review, testing and retesting until 100% is attained and student demonstrates an understanding of the safety issues/procedures.

**Course number and title:** DH 116 – Dental Materials

**Semester:** Spring 2015

**CRN:** 32718

**Instructor:** Stephanie Schmidt

**Student Learning Outcome (SLO) assessed:** #3: Develop professional ethics, attitude and participation in group and individual projects, tests, activities, etc.

**Method of Assessment (describe assessment and attach rubric if available):** Amalgam Quiz completed as an online, at home assignment.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Total Students Assessed: 13

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12	0	1	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (3 or 4).**

Information was clearly presented in lecture and syllabus and reviewed by instructor prior to this quiz being taken at home online. Students were given the opportunity to use notes and reference materials to complete the quiz, but were instructed that the quiz was a learning quiz, which could be repeated up to 3 times. They were also reminded not to copy other students' answers, but to do their own unique work, because the purpose of the quiz was to reinforce learning, and to prepare the students for the cumulative exam at the end of the semester.

**What factors may have influenced the students who scored poorly on this SLO (0 or 1)?**

No one scored poorly, but students who might have scored poorly may have been careless in completing the task, not paying attention to the lecture, had not read the material, had not used the syllabus, notes and reference materials to complete the quiz, or were late in taking the quiz and were not able to repeat it for a higher score.

**What suggestions would you recommend to help more students achieve success with this SLO?** Continue with the same process of lecture and review, and allow this quiz to be taken online at home.

Reinforce the importance of completing the quiz carefully and on time, and encourage the students to study the material prior to attempting the quiz, and to mark their calendars so they did not miss the open window of the quiz.

**Course number and title:** DH 117 - Dental Morphology and Occlusion

**Semester:** Fall 2014

**CRN:** 70331

**SLO number and text:** SLO #1. Demonstrate the ability to identify the anatomical structures of the teeth and their functions.

**Method of Assessment: Drawing Project**

**Rubric:**

- Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14	1	0	0	0

**Analysis and Interpretation:**

Over 90% of the class performed at **Mastery** level. This project reflects the accuracy of anatomical structures and ratios of individual teeth, and students with the help of visual aids have to draw selected teeth maintaining the accuracy.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Adding a faculty for a laboratory portion of the course will decrease student to faculty ratio and allow more individual attention when necessary (required by accreditation)

**Resource Needs:**

Funds to add a faculty or a TA; visual aids/models of skulls, oral structures, and teeth where students can see in 3D, touch, move the models, in order to accommodate and enhance individual learning styles of students.

**Course number and title:** DH 117 - Dental Morphology and Occlusion

**Semester:** Fall 2014

**CRN:** 70331

**SLO number and text:** SLO #2. Apply knowledge of the normal structures of the

**Method of Assessment:** Unit #2 Examination: multiple choice, fill-in, true or false, matching

**Rubric:**

- Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	7	5	0	3	0

**Analysis and Interpretation:** Majority of the class performed at *Accomplished* or *Mastery* levels. This outcome is consistent with results from other assessment for this particular course and also with other courses within the program. Students that demonstrated abilities to achieve higher grades in one course within dental hygiene program will have predictable results. This is due to the fact that they have good time management and study skills, and ask for guidance and clarification early on.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Identify and connect with students with low test results as early as the first test or quiz. By doing so the results of a low score can be identified and addressed in order to help the student to achieve better results

**Resource Needs:**

Funds for faculty for tutoring; visual aids/models of skulls, oral structures, and teeth where students can see in 3D, touch, move the models, in order to accommodate and enhance individual learning styles of students.



**Course number and title:** DH 117 - Dental Morphology and Occlusion

**Semester:** Fall 2014

**CRN:** 70331

**SLO number and text:** SLO #3. Demonstrate an understanding of the

**Method of Assessment:** Final Examination: Multiple choice, Fill-in, True or False, Matching

**Rubric:**

- Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 15

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	2	1	0	9	3

**Analysis and Interpretation:**

Majority of the students performed below *Adequate* level. The only explanation for this would be that by this point, this given assessment being the final examination, students knew of their grade, even without factoring the Final. This might have encouraged them not to apply themselves as hard as they should, but rely on the fact that much fewer points were necessary to achieve the desired final grade

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review and devise the assessments for the course in a manner that will encourage students to perform at their best abilities at all time.

**Resource Needs:**

Funds to add a faculty or a TA; visual aids/models of skulls, oral structures, and teeth where students can see in 3D, touch, move the models, in order to accommodate and enhance individual learning styles of students

**Course number and title:** DH 119A – Community Dental Health

**Semester:** Fall 2014

**CRN:** 71729

**SLO number and text:** SLO #1. Demonstrate the knowledge, skills, techniques and procedures necessary to develop an effective dental public health education program.

**Method of Assessment:** Community Dental Health Education Project

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	1	4	5	2	0

**Analysis and Interpretation:**

This SLO represents utilization of cumulative knowledge gained in the course. The majority of students are adequate or above but two students fell below the acceptable level. It is important to note one of the students that scored in the developing category struggled in all courses of the dental hygiene program and did not move forward past the first semester. It should also be noted that these final results are after the students are allowed to remediate and resubmit the project. The SLO is appropriate for the objectives of the course but the method of assessment needs further investigation.

**Closing the Loop (Reflections on previous Recommendations):**

This course, specifically this assignment has had difficulties over the past years. Previous recommendations indicated a need for change in teaching strategies and methodologies by the instructor for the course. When comparing previous results there has been an improvement in the number of students that fell in the developing category but there was a decrease in the numbers of students in the accomplished area. There were more students in the adequate category than in the past.

**Recommendations for Improvement:**

Review of assessment tool. Make sure goals, objectives and instructions are clear. Evaluate if assignment expectations are at appropriate levels for the students enrolled in the dental hygiene program. If difficulties continue the program director will need to mandate specific changes to the assessment method and evaluate if an instructor change is needed.

**Resource Needs:** Professional development funds for teaching strategies.

**Course number and title:** DH 119A – Community Dental Health

**Semester:** Fall 2014

**CRN:** 71729

**SLO number and text:** SLO #2. Exhibit an understanding of the effects of epidemiological findings on political, social, ethical, philosophies, theories and beliefs concerning dental public health.

**Method of Assessment:** Dental Public Health Topic Fact Sheet with Visual Aid

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

Results indicate all students are at mastery level on this SLO. The SLO and method of assessment are appropriate for the objectives of this course.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None indicated at this time.

**Resource Needs:**

None

**Course number and title:** DH 119B – Community Dental Health Lab

**Semester:** Spring 2015

**CRN: COURSE NOT OFFERED – NO ENROLLMENT**

**SLO number and text:** NA

**Method of Assessment:** NA

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 0

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:					

**Analysis and Interpretation:**

NA

**Closing the Loop (Reflections on previous Recommendations):**

NA

**Recommendations for Improvement:**

NA

**Resource Needs:**

NA

**Course number and title:** DH 120 – Independent Study

**Semester:** Fall 2014

**CRN:** 5014

**SLO number and text:** SLO#1. At the end of the course the student will have successfully completed an individually designed planned to meet their needs for success in the dental hygiene program.

**Method of Assessment:** Completion of individualized contract

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 1

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	1				

**Analysis and Interpretation:**

The student result was at mastery level. This course has limited enrollment and its purpose is to prepare dental hygiene students for re-entry into the dental hygiene program if they had to drop due to extenuating circumstances. It allows them to review knowledge and skills to bring them up to the clinical competence level expected at re-entry. It also serves to evaluate and remediate the dental materials and radiology knowledge and skills of the career ladder students from the dental assisting program.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

Compensation for the faculty member that helps create and monitors student progress on individual contract. Currently, it is an unpaid class.

**Course number and title:** DH 120 – Independent Study

**Semester:** Spring 2015

**CRN:** 31144

**SLO number and text:** SLO#1. At the end of the course the student will have successfully completed an individually designed planned to meet their needs for success in the dental hygiene program.

**Method of Assessment:** Completion of individualized contract

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 2

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	2				

**Analysis and Interpretation:**

Results indicate the two enrolled students were at mastery level. This course has limited enrollment and its purpose is to prepare dental hygiene students for re-entry into the dental hygiene program if they had to drop due to extenuating circumstances. It allows them to review knowledge and skills to bring them up to the clinical competence level expected at re-entry. It also serves to evaluate and remediate the dental materials and radiology knowledge and skills of the career ladder students from the dental assisting program.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None.

**Resource Needs:**

Compensation for the faculty member that helps create and monitors student progress on individual contract. Currently, it is an unpaid class.

**Course number and title:** DH 121 - Clinical Practice in Alternative Settings

**Semester:** Fall 2014

**CRN:** 71562

**SLO number and text:** SLO#1. Demonstrate professional behavior, attitude, and participation in all activities within the course.

**Method of Assessment:** Journal Project

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All of the students performed at mastery level on this SLO. This is a field work course and the method of assessment is a self-evaluation journal of the students' clinical experiences at the offsite clinic facilities.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None

**Course Number and Title:** DH 121 - Clinical Practice in Alternative Settings

**Course Semester:** Fall 2014

**CRN:** 71562

**Student Learning Outcome:** SLO #2. Demonstrate communication skills that reflect the standard that is expected of a dental hygienist with patients, faculty, dentists, and peers.

**Method of Assessment:** Off Site Student Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All students performed at mastery level on this SLO. This is a field work course. The method of assessment is an evaluation of student performance completed by their supervisor at the clinical site. These supervisors are not program faculty.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None



**Course Number and Title:** DH 121 - Clinical Practice in Alternative Settings

**Course Semester:** Fall 2014

**CRN:** 71562

**Student Learning Outcome:** SLO#3. Perform the duties of the dental hygienist at a level that is in compliance with the "Standard of Care" in the dental/dental hygiene profession

**Method of Assessment:** Off Site Student Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All students performed at mastery level on this SLO. This is a field work course. The method of assessment is an evaluation of student performance completed by their supervisor at the clinical site. These supervisors are not program faculty.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None

**Course number and title:** DH 121 - Clinical Practice in Alternative Settings

**Semester:** Spring 2015

**CRN:** 31529

**SLO number and text:** SLO#1. Demonstrate professional behavior, attitude, and participation in all activities within the course.

**Method of Assessment:** Journal Project

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All of the students performed at mastery level on this SLO. This is a field work course and the method of assessment is a self-evaluation journal of the students' clinical experiences at the offsite clinic facilities.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None

**Course Number and Title:** DH 121 - Clinical Practice in Alternative Settings

**Course Semester:** Spring 2015

**CRN:** 31529

**Student Learning Outcome:** SLO #2. Demonstrate communication skills that reflect the standard that is expected of a dental hygienist with patients, faculty, dentists, and peers.

**Method of Assessment:** Off Site Student Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All students performed at mastery level on this SLO. This is a field work course. The method of assessment is an evaluation of student performance completed by their supervisor at the clinical site. These supervisors are not program faculty.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None

**Course Number and Title:** DH 121 - Clinical Practice in Alternative Settings

**Course Semester:** Spring 2015

**CRN:** 31529

**Student Learning Outcome:** SLO#3. Perform the duties of the dental hygienist at a level that is in compliance with the "Standard of Care" in the dental/dental hygiene profession

**Method of Assessment:** Off Site Student Evaluations

**Rubric:**

**Scale:** 4 = Mastery: 90%100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	0	0	0	0

**Analysis and Interpretation:**

All students performed at mastery level on this SLO. This is a field work course. The method of assessment is an evaluation of student performance completed by their supervisor at the clinical site. These supervisors are not program faculty.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Review number of course SLO's. Three seems to be excessive for a field work course where the students are not being graded by program faculty.

**Resource Needs:**

None

**Course number and title:**

DH 122 Medical Evaluation of Dental Hygiene Patients (2014)

**Semester:** Fall 2014**CRN:** 70710**SLO number and text:**

SLO #1: Complete a comprehensive medical health history which will allow the student to assess the patient's ASA classification which will allow them to modify the treatment plan to meet the patient's needs and provide safe comprehensive care that meets the current standards of care in dental hygiene.

**Assessment:**

Students are assigned a fictitious patient's medical health history with medical conditions and medications. Students have a brief opportunity (10 – 15 minutes) to research the conditions and medications, and then orally present their "patient" to the class, discussing their condition, ASA classification, and necessary treatment plan modifications.

**Rubric:**

CATEGORY	25 (max)	20 (max)	10 (max)	0
<b>Content Mastery</b>	Shows comprehensive understanding of the relevant medical condition(s)	Shows good understanding of the relevant medical condition(s)	Shows some understanding of the relevant medical condition(s)	Makes serious errors or omissions in describing the condition(s)
<b>DH Connections</b>	Shows comprehensive understanding of the significance and implications of the condition(s) on DH practice	Shows good understanding of the significance and implications of the condition(s) on DH practice	Shows some understanding of the significance and implications of the condition(s) on DH practice	Makes serious errors or omissions in describing the significance and implications of the condition(s) on DH practice
<b>Professionalism</b>	Shows attire, verbal skills and attitude completely appropriate for a DH student interacting with clinical faculty and patients	Shows attire, verbal skills and attitude acceptable for a DH student interacting with clinical faculty and patients	Shows attire, verbal skills and/or attitude needing improvement for a DH student interacting with clinical faculty and patients	Shows attire, verbal skills and/or attitude completely inappropriate for a DH student interacting with clinical faculty and patients
<b>Presentation</b>	Speaks clearly and understandably, using appropriate terminology, so faculty can understand student	Mostly speaks clearly and understandably, using appropriate terminology, so faculty can understand student	Speech is difficult to understand or unprofessional ("gums" instead of gingiva)	A significant amount of student's speech is unintelligible or inappropriate terminology is frequently used.

**Data: Please indicate the number of courses and sections that were offered as well as the number of courses and sections that were assessed.:**

DH 122 (one section) Fall 2014

Score	4	3	2	1	0
# (15 students)	14	0	1	0	0

**Analysis and Interpretation:**

Statistical validity is challenging to ascertain with a cohort as small as 15, but in any case 93% of students scoring 4 represents a very successful rate of achievement of this SLO. The one outlier, scoring a 2, withdrew from the program soon after.

This assessment is a culminating summative assessment in DH 122, and the necessary skills have been consciously developed since the first day of the course with various exercises which are effective formative assessments.

Validity: the assessment tool is closely aligned with the SLO and is considered valid. The rubric is both detailed and relevant to the skills students in this program need to develop. It is sufficiently specific to guide students in their preparation for this assessment, and to enable different faculty members to apply it.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:**

None.

**Resource Needs:**

None.

**Course number and title:**

DH 122 Medical Evaluation of Dental Hygiene Patients (2014)

**Semester:** Fall 2014

**CRN:** 70710

**SLO number and text:**

SLO #2: Given a particular medical condition the student will list the additional information needed (medical consult, lab values, etc.), implications for oral health, and appropriate treatment modifications, if any.

**Assessment:**

Students submit a written report of common immunologic diseases (HIV, Allergy, Lupus, etc), including questions to ask the patient (and physician if applicable), typical medications, contraindications and possible treatment modifications.

**Rubric:**

- 4 – Thorough, accurate research clearly presented
- 3 – Accurate, but not entirely comprehensive research and/or presentation may lack clarity
- 2 – Some information is missing or incorrect and/or presentation needs improvement
- 1 - Important information is missing or incorrect and/or presentation is confusing
- 0 – Critical information is missing/incorrect and/or presentation is not understandable

**Data: Please indicate the number of courses and sections that were offered as well as the number of courses and sections that were assessed:**

DH 122 (one section) Fall, 2014

Score	4	3	2	1	0
# 15 students)	15	0	0	0	0

**Analysis and Interpretation:**

The data, with 100 % of students scoring 4, suggest that students were very successful in this assessment tool. This SLO describes a critical skill for dental hygiene students and is one of the key focuses of the course. The skill is well-scaffolded through classroom demonstrations by the instructor, and classroom practice both in small group and class-wide exercises, in addition to the formative and summative assessment described here.

Validity: the assessment tool is closely aligned with the SLO and is considered valid. The rubric is a satisfactory representation of the possible range of outcomes, and can be readily and consistently applied to student work.

**Closing the Loop (Reflections on previous Recommendations):**

None.

**Recommendations for Improvement:**

None.

**Resource Needs:**

None.

**Course number and title:** DH 141 - Oral Radiology

**Semester:** Spring 2015  
Standley, Gagliardi

**CRN:** 32719

**Instructors:** Fleming,

**Student Learning Outcome (SLO) assessed:**

1. Produce quality radiographs in a laboratory and clinical dental setting

**Method of Assessment (describe assessment and attach rubric if available):**

Faculty/student self-evaluation on Patient # 6 FMX technical error grade  
(final competency no instructor assistance)

**Total Students Assessed:** 13

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery 90-100%</b></i>	<i><b>Accomplished 84-89%</b></i>	<i><b>Adequate 83-75%</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 13</b></i>	7	4	2	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Information collected is reasonably valid and reliable source of this assessment data because it is based on their technical grade from patient # 6/6 patients in which the student performed the stated SLO of producing quality radiographs in the clinical dental setting. A quality radiograph would be interpreted by the faculty and the technical grade of the completed radiograph must be 75% or higher; 90-100%= Mastery level; 89-84%=Accomplished level; 83-75%= adequate level. This skill level is set by our state guidelines for the oral radiology course.

The students have performed quality radiographs on 5 previous patients that were supported by a number of faculty preclinical and clinical procedures and assistance in preparation for the final patient competency on #6 FMX. Additionally, the grade represents a level of progression as the students needed to master the technical level as well as their time management. i.e. Patient # 3 FMX= 60 minutes; Patient #4 FMX=50 mins; Patient #5FMX=40 mins and Patient # 6 FMX=30 mins without any instructor assistance.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** None of the students were in the inadequate or developing level for this course. Any of the assignments/projects etc. below 75% would require remedial and the assignment/project etc would need to be redone until a min. 75% was mastered.

**What suggestions would you recommend to help more students achieve success with this SLO?**

N/A



**Course number and title:** DH 141 - Oral Radiology

**Semester:** Spring 2015

**CRN:** 32719

**Instructors:** Fleming,

Standley, Gagliardi

**Student Learning Outcome (SLO) assessed:**

2. Develop professional ethics, attitude, communication and participation in group and individual projects, test, activities, etc.

**Method of Assessment (describe assessment and attach rubric if available):**

Professionalism grade: teacher observation

Coming to class on time, prepared, patient interaction on radiology projects, etc.

Total Students Assessed: 13

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students 14</i>	13	0	0	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Information collected is reasonably valid and reliable source of this assessment data because it is based on their ability to conduct themselves in a professional manner at all times; take responsibility for coming to class prepared, scheduling of patients in a timely manner, following directions, attendance, working with others etc

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** None of the students were Mastery level for this course. All students demonstrated professional ethics, attitude, communication styles etc. at all times as well as being prepared to come to class on time and work with others.

**What suggestions would you recommend to help more students achieve success with this SLO?**

N/A

**Assessment Rubric:** Part of other graded projects; Patient # 1 and Dxtrr #1 group project

**Course number and title:** DH 141 - Oral Radiology

**Semester:** Spring 2015  
Standley, Gagliardi

**CRN:** 32719

**Instructors:** Fleming,

**Student Learning Outcome (SLO) assessed:**

3. Demonstrate ability to manage, store and retrieve radiographic laboratory and clinical records.

**Method of Assessment (describe assessment and attach rubric if available):**

Chart entry log for Pano Patient and Digital Dxtrr projects.

Total Students Assessed: \_\_13\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 13</b></i>	13	0	0	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Information collected is reasonably valid and reliable source of this assessment data because it is based on their ability to log in patient data as well as dxtrr digital data. The student cannot progress, begin or continue the project until the instructor has verified information was completed with 100% accuracy.

The students have practice in logging in the patient and dxtrr record information is supported by a number of faculty preclinical and clinical procedures. The Oral Radiology Competency Evaluation also records the students progress on Infection Control, Record keeping and Safety during the course. This form is usually completed based on patient #6

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** None of the students were in the inadequate or developing level for this course. Any of the assignments/projects etc. below 75% would require remedial and the assignment/project etc would need to be redone until a min. 75% was mastered.

**What suggestions would you recommend to help more students achieve success with this SLO?**

N/A

**Assessment Rubric:** Project grade is combined with their patient and dxtrr digital projects see attached rubric/evaluation for records

## Oral Radiography Competency Evaluation

### Radiation Safety, Infection Control and Record Keeping

Student \_\_\_\_\_ Date \_\_\_\_\_ Patient Initials \_\_\_\_\_

**Objective:** Students will demonstrate competency in Radiation Safety, Infection Control and Record Keeping.

**Directions:** Instructors will randomly select a clinical experience day to evaluate the students on Radiation Safety, Infection Control and Record keeping. All or part(s) of this evaluation may be used to fulfill the course SLO's. Pass (5 points)/Fail (0 points) grade will be awarded. Noncompliance with any of the listed criteria\* is considered a critical error (Fail) and will require a repeat assignment, remedial or patient dismissal as appropriate. Failure to demonstrate competency in Radiation Safety, Infection Control and Record keeping may result in program dismissal. **Students must "Pass" all areas in the section to receive 5 points.**

Extra Oral \_\_\_\_\_ Intra Oral \_\_\_\_\_ Image Receptor: Film \_\_\_\_\_ Sensor \_\_\_\_\_

#### Compliance with Radiation Safety and Infection Control prior to Exposure (Circle correct observation)

##### Set up

- |     |    |  |
|-----|----|--|
| Yes | No | 1. Proper use of the lead apron and thyroid collar*          |
| Yes | No | 2. Use of Sterilized instruments*                            |
| Yes | No | 3. Use of barrier techniques for equipment and work area*    |
| Yes | No | 4. Use of personal protection mask and gloves*               |
| Yes | No | 5. Use of clinical techniques to reduce cross-contamination* |
| Yes | No | 6. Proper clinical attire*                                   |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments: \_\_\_\_\_ Points: \_\_\_\_\_

##### Clean Up

- |     |    |   |
|-----|----|---|
| Yes | No | 1. Removed barriers with utility gloves*                                |
| Yes | No | 2. Wiped down unit per IC guidelines*                                   |
| Yes | No | 3. Replaced Lead apron on the wall                                      |
| Yes | No | 4. Placed used instruments in ultrasonic/cassette                       |
| Yes | No | 5. Prepared instruments/cassette for sterilization with proper labeling |
| Yes | No | 5. Turned off the unit  |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments \_\_\_\_\_ Points \_\_\_\_\_

#### Documentation of Radiographic Services (Circle correct observation)

- |     |    |   |
|-----|----|---|
| Yes | No | 1. Student has RX from DDS or PCC supervising DDS*  |
| Yes | No | 2. Student has reviewed the patients MH forms* and advised instructors of any possible problems |
| Yes | No | 3. Patient has signed consent*  |
| Yes | No | 4. The radiographic mount/Computer includes Patient name, date, and student name                |
| Yes | No | 5. All patient Envelopes have: Patient name, Date, student name, Type of films                  |
| Yes | No | 6. The evaluation form has completed information  |
| Yes | No | 7. Patient information has been recorded in the Log Book  |
| Yes | No | 8. Radiographs with DDS Rx have been mailed   |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments: \_\_\_\_\_ Points \_\_\_\_\_

**Evaluation Criteria Oral Radiology**  
**Overview of Points Possible and Grading Criteria**  
 See Course Radiographic Grading Rubric for specific information.

DXTRRS			PATIENTS		
BW (4 series) 10 points			BW 20 points		
XCP (20 Series) 50 points			FMX 100 points		
BIA (18 series) 45 points			PANO (IF AVAILABLE)		
Other: Pedo, Occl, etc.			MAX RETAKES ON BWX = 2 (-2 per film deduction)		
See course syllabus outline			MAX RETAKES ON FMX = 3 (-5 per film deduction)		
Endo			BELOW 75% OR MORE THAN MAX RETAKES		
Quality Control			REQUIRES ADDITIONAL PATIENT WITH MAX		
SCORE received will be 75%.					
BWX 4, Occlusal 2	XCP FMX, Pedo FMX 12	BIA FMX 18	BWX	FMX	PANO
10/10 = A	46-50 = A	41-45 = A	19-20 = A	92-100 = A	19-20 = A
9/10 = B	42-45 = B	38-40 = B	17-18 = B	84-91 = B	17-18 = B
7.5/10 = C	38-41 = C	33.5-37 = C	15-16 = C	75-83 = C	15-16 = C
7 below =	37 below =	33 below =	Below	Below	Below
REDO	REDO	REDO	15/75%	75/75%	15/75%
			REDO	REDO	REDO

**TECHNIQUE GRADE:**

All radiographs will be self-evaluated noting the errors and corrections as outlined on the evaluation form. Technique errors, even when noted will be deducted from the overall score using the grading criteria for acceptable radiographs found in the syllabus. Additionally, points may be deducted for Not Recognizing (NR) technique errors on specific radiographs. All retakes will be deducted points from Patient experiences only. Students are encouraged to practice on Dxtrrs for all radiographic exposure. There is no penalty for retakes on Dxtrr; points are deducted based on technique compared to criteria. Students should avoid more than 3 retakes in a specific area without bringing it to the instructor's attention for assistance. All Dxtrr and Patient experiences require a min. of 75% for acceptability.

**Additional Errors/Mistakes on non-technique areas** included at the bottom of the evaluation form: incomplete paperwork/records, Not-prepared, Infection Control violation, Professionalism, Critical errors, timed sequence, etc.

All students must successfully (75% or above) pass a minimum of two BWX Dxtrr technical practice experience prior to clinical patient exposure, a minimum of two FMX XCP Dxtrr practice/experience prior to clinical patient exposure and a minimum of two BWX and four FMX patient experiences with 75% or above.

**FINAL GRADE:** The final grade will include a technical portion and an overall grade (to include additional point deduction not part of the technical aspect). The overall grade will be recorded as the final points achieved. **Example: 95/90.** This method informs the student and the instructor of two values. One that -5 points were deducted from technical errors as noted on the evaluation form and the combined -5 additional points were deducted for additional errors/mistakes as listed above. Grade entered in Record book 90/100.

All Dxtrr and Patient experiences must meet the 75% or above for technical grading. Dxtrr and or Patient experiences falling below 75% will be redone with a max. make up points of 75%. Patient and Dxtrr make ups must be completing before moving on to the next patient or dxtrr projects.

# **RUBRIC FOR RADIOGRAPH EVALUATION**

FMX XCP Patient 100 points

Score/ Grade			Technical Grade Part I	Point Deductions
A	B	C	Each film worth 5 points	(-) for Not Recognize (NR) (-) for Technique Up to 1 point deduction for each major error(s) and 0.5 point deduction for minor error(s). Examples but not limited to: -0.5- +++ Other (O), Major Errors -1 Placement/film holder (P, H) -1 Film turn, crown/root portion missing (FT, BB, O) -1 Cone Cut (C) -1 Overlap in target area (H) -1 Elongation/Foreshortening (V) Minor Errors -0.5 Occlusal plane over 2mm+ from center of the film (BWV) (OP) -0.5 Minor overlap not in target Area (H) -0.5 Film turn, crown/root portions still visible (FT) -0.5 Film bent/creases (FB) Missing film -5.0 per film RETAKES up to -5.0 include: Missing information Not diagnostic Backwards film (B) Processing Errors: exposed to light, not separated, scratches, etc.(O)
100.0			Film is properly placed according to guidelines provided, includes crown portions of teeth, open contacts, at least 1mm beyond the apex and information is of diagnostic quality. Crown portions of max. and mand. teeth on BWX.	
99.5	91.5	83.5		
99.0	91.0	83.0		
98.5	90.0	82.5		
98.0	89.5	82.0		
97.5	89.0	81.5		
97.0	88.5	80.5		
96.5	88.0	79.5		
96.0	87.5	79.0		
95.5	87.0	78.5		
95.0	86.5	78.0		
94.5	86.0	77.5	State Guidelines	
94.0	85.5	77.0	No more then 3 retakes on patient allowed to meet the state requirements. Additional retakes maybe taken, however they will not count towards patient requirements for the State Radiation Safety Certificate.	
93.5	85.0	76.5		
93.0	84.5	76.0		
92.5	84.0	75.5		
92.0		75.0		
----- Unacceptable. .			Below 75% Student must submit another patient to meet the FMX requirement.	

Score		Non Technical Errors ( paperwork, processing, IC, Safety, etc.) Part II
-0.5+++	Students are expected to adhere to the PCC radiology guidelines and policies. All paperwork should be completed properly. infection control and safety standards must be followed at all times. Points will be deducted from technical grade. Deduction points are not part of the 75% min. technical competency.	Once informed, students must make appropriate corrections. No additional points will be given once corrected. Examples of non technical errors on Patient Paperwork/preparation -0.5-1.0 Excessive bending of the film -0.5-1.0+ Missing information on any forms, envelopes, etc. -0.5-1.0 Not preparing films, paperwork prior to seating patient -0.5+++ Misc. ( not listed above) Infection Control (IC)/Safety -0.5+++Failure to wear PPE when treating patient -0.5+++Failure to place lead apron on patient, set correct exposure time, etc. -0.5+++ Misc. ( not listed above) Other -0.5-++ Failure to follow instructions -0.5-+++ Failure to follow PCC Dress code guidelines -0.5-+++ Inappropriate/unprofessional behavior -0.5-++ Over the amount of time allowed -0.5-+++ Misc. Not listed above

To calculate final score: Number of points earned technical area (Part I on evaluation) must meet min. competency	Points Possible 100	Points Earned
Subtract point from Non Technical area (Part II on evaluation)	-0	
Total	100	
Final Score: Ratio of Technical/Total points Lowest score achieved is recorded in grade book	100/100	

PERFORMANCE EVALUATION  
POINT DEDUCTION

A. Appearance/Grooming/Professionalism:

1. Incomplete or inadequate uniform according to PCC DA dress CODE
2. Inappropriate attitude and/or conduct
3. Exhibits any other behavior or student misconduct activity as noted in the list of Critical Errors.
4. Other \_\_\_\_\_

B. Preparation of Operatory

1. Omitted use of try cover on counter
2. Did not preclean or sanitize operatory prior to placement of barriers
3. Inadequate preparation of operatory with appropriate barriers, set up, etc.
4. Other XCP assembly etc

C. Preparation of Patient:

1. Omitted use of lead apron/collar
2. Omitted use of patient bib
3. Did not review MH of patient or get instructor signature before starting
4. Failure to get patient signature on Bill of Rights or consent agreement.
5. Did not remove patient glasses, partials, etc
6. Other \_\_\_\_\_

D. Patient Exposures

1. Failure to adjust the exposure timer as indicated
2. Failure to follow sequence that results in missing areas
3. Failure to follow IC guidelines at all times
4. Inability to perform the procedure or follow appropriate techniques
5. Other \_\_\_\_\_

E. Dismissal of Patient:

1. Inadequate removal of barriers
2. Inadequate disinfection of room/equipment
3. Failure to remove all instruments, etc.
4. Failure to prepare instruments, etc. for sterilization package
5. Lead apron/collar not put away properly
6. Other \_\_\_\_\_

F. Processing Technique

1. Double films not separated
2. Incorrect processing
3. Loss films
4. Other \_\_\_\_\_

G. Mounting of Radiographs

1. Mismounting of films ( -2 per film)
2. Dot incorrect
3. Missing film or area ( -5 per film)
4. Loss of any film(s)
5. Other \_\_\_\_\_

## RADIOGRAPHIC EVALUATION

Patient Name (last, first)	X- Ray Room	Film Speed	<input type="checkbox"/> BWX <input type="checkbox"/> FMX <input type="checkbox"/> Pano	Instructor: _____ Start Time: _____ Finish Time: _____ Instructor: _____ # of Films: _____ Retakes: _____ Pano: _____ Total Films: _____
Student Name (last, first)	Exposure Record KVP: _____ MA: _____ Preset _____ Time: Ant _____ Post _____ Preset _____			
Date (mm/dd/yy)	Due Date:	Clinical Remarks		
		<input type="checkbox"/> RMH		

### STUDENT COMPLETES THIS SECTION

PART I Radiographic Area	Tech-Eval Comments	NR	Retake Errors	Technique Points Off	Total Points
1. Right Molar Bitewing					
2. Right Premolar Bitewing					
3. Left Premolar Bitewing					
4. Left Molar Bitewing					
5. Max. Right Molar/DO					
6. Max. Right Premolar					
7. Max. Right Canine					
8. Max. Right Central/Lateral					
9. Max. Left Central/Lateral					
10. Max. Left Canine					
11. Max. Left Premolar					
12. Max. Left Molar/DO					
13. Mand. Left Molar/DO					
14. Mand. Left Premolar					
15. Mand. Left Canine					
16. Mand. Left Incisors					
17. Mand. Right Incisors					
18. Mand. Right Lateral/Canine					
19. Mand. Right Premolar					
20. Mand. Right Molar/DO					
21. PANO					

**Technical Evaluation(Patients)**    BWX 20 Points    FMX 100 points  
**(Dxtrr)**    BWX 10 points    FMX 50 points

**Total** \_\_\_\_\_

**B** exposed backwards  
**C** cone cut  
**D** density  
**Fb** film bent

**Ft** film turned  
**H** horizontal angulations  
**Mt** mounted incorrectly  
**Mv** movement

**NR** not recognized  
**O** other  
**OK** clinically acceptable  
**OP** occlusal plane

**P** packet placement/holder  
**Pr** processing error  
**R** retake (-2)  
**V** vertical angulations

**Time management: #1 BWX 40 mins #1 FMX 60 mins #3 FMX 40 mins**  
**#2 BWX 30 mins #2 FMX 50 mins #4 FMX 30 mins**

### Part II Performance Evaluation

Patient management/Records \_\_\_\_\_ Infection control \_\_\_\_\_ Other \_\_\_\_\_ Total \_\_\_\_\_

Professionalism \_\_\_\_\_ (uniform, conduct, etc)

Possible Points \_\_\_\_\_

Additional Comments:

Part I Score - \_\_\_\_\_

Part II Score - \_\_\_\_\_

Total Points Received \_\_\_\_\_

(Minimal competency for credit is 75% or higher) Graded By: Instructor Signature \_\_\_\_\_



**Course number and title:** DH 141 - Oral Radiology

**Semester:** Spring 2015  
Standley, Gagliardi

**CRN:** 32719

**Instructors:** Fleming,

**Student Learning Outcome (SLO) assessed:**

4. Utilize appropriate safety and infection control protocols at all times during radiographic laboratory and clinical procedures

**Method of Assessment (describe assessment and attach rubric if available):**

Safety Exam

Total Students Assessed: 13

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students 13</i>	12	0	1	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Information collected is reasonably valid and reliable source of this assessment data because it is based on their

Ability to comprehend and apply the information related to the use of radiation for patient exposure, safety factors, etc. the safety exam is utilized as both a formative and summative assessment as students earning less than 75% are remediated and retake the exam. 12/13 students scored 100% on the first attempt; 1/13 needed remedial and retook the exam twice to score the 75% on the 3rd try.

This safety exam required by our state guidelines for the oral radiology course prior to exposure of radiation.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?** None of the students were in the inadequate or developing level for this course. Any of the assignments/projects etc. below 75% would require remedial and the assignment/project etc would need to be redone until a min. 75% was mastered. The one student that scored poorly didn't take the time to study and understand the information.

**What suggestions would you recommend to help more students achieve success with this SLO?**

N/A



**Assessment Tool: Safety Exam**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**RADIATION SAFETY EXAM**

MUST PASS WITH 75% (15/20)

(0 points given if less than 75%, exam must be retaken to meet 75%)

**Score:** \_\_\_\_\_ **:20 + Bonus** \_\_\_\_\_ **=** \_\_\_\_\_

**TRUE or FALSE**

1. \_\_\_\_\_ The 8-inch PID is more effective in reducing radiation exposure to the patient than the  
16-inch PID
2. \_\_\_\_\_ Pointed cones should not be used because of increased scatter radiation.
3. \_\_\_\_\_ The thyroid collar must be worn for all intraoral and extraoral films
4. \_\_\_\_\_ If necessary, the dental radiographer may hold a film in the patient's mouth to ensure a  
diagnostic image.

**Multiple Choice/fill in**

5. \_\_\_\_\_ is an example of a patient protection technique prior to xray exposure
  - a) Proper film processing
  - b) Proper prescribing of radiographs
  - c) A lead apron
  - d) A thyroid collar
6. Which of the following describes the use of a filter in a dental x-ray tubehead?
  - a) A filter reduces the size and shape of the beam
  - b) A filter removes low-energy x-rays
  - c) A filter eliminates radiation to the thyroid gland
7. Which of the following is *not* a component of inherent filtration?
  - a) Oil
  - b) Unleaded glass window
  - c) The leaded PID
  - d) Tubehead seal
8. Which of the following is the most effective method of reducing patient exposure to radiation?
  - a) Lead Apron
  - b) Fast films

- c) Round PID
  - d) Film-holding devices
9. Which of the following position-indicating devices is most effective in reducing patient exposure?
- a) Conical PID
  - b) Rectangular PID
  - c) Round PID
  - d) All are equally effective in reducing patient exposure
10. Which of the following devices restricts the size and shape of the x-ray beam?
- a) Filter
  - b) Collimator
  - c) Barrier
  - d) Transformer
11. Which material is used for collimators?
- a) Lead
  - b) Aluminum
  - c) Copper
  - d) All of the above
12. Which of the following is the recommended size of the beam at the patient's face?
- a) 2.75 inches
  - b) 3.75 inches
  - c) 4.75 inches
13. Which of the following describes the function of filtration?
- a) Increases scatter radiation
  - b) Reduces divergent rays
  - c) Increases long wavelengths
  - d) Reduces low-energy waves

14. State the maximum permissible dose for **occupationally** exposed persons:

\_\_\_\_\_rem/year

( \_\_\_\_\_ Sv/year)

15. State the maximum permissible dose for **non-occupationally** exposed persons:

\_\_\_\_\_rem/year( \_\_\_\_\_ Sv/year)

16. Which of the following terms describes the dose of radiation that the body can be exposed to with little or no chance of injury?

- a) Radiation limit
- b) Maximum permissible dose
- c) Occupationally exposed dose
- d) ALARA

17. Which of the following is true of film badges?

- a) Film badges should be worn when the radiographer is having radiographs taken of their own mouth
- b) Film badges can be shared between employees
- c) Film badges should be worn at waist level when exposing x-ray films on patients
- d) All of the above

18. State the number of feet the radiographer should stand from the primary beam?

\_\_\_\_\_

19. State the formula for the maximum accumulated dose:

\_\_\_\_\_

20. Provide the requirements for proper filtration

- a) Machines operating at 70 KVP or lower require \_\_\_\_\_ mm aluminum
- b) Machines operating at 70 kvp or higher require \_\_\_\_\_ mm aluminum

**Bonus Question: How much radiation is a safe dose \_\_\_\_\_ ( 2 points)**

**(No bonus points if overall score below 75%)**

**Course number and title:** DH 200A – Directed Studies in Clinical Dental Hygiene

**Semester:** Summer 2015

**CRN:** 51263

**SLO number and text:** SLO#1. Apply infection control practices in compliance with state and federal OSHA standards and laws while continuing to improve their abilities to perform a comprehensive assessment of their clients' physical and oral health.

**Method of Assessment:** Infection Control and Assessment Sections of Daily Clinic Evaluation Grade Sheets

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12	2			

**Analysis and Interpretation:**

The results indicates the majority of students are at mastery level. The SLO and method of assessment are consistent with the purpose of the course which is to allow students to enhance their clinical knowledge and skill by providing patient care.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable.

**Recommendations for Improvement:**

None

**Resource Needs:**

Funding for tutors to keep students successful in clinical courses.

**Course number and title:** DH 200A Directed Studies in Clinical Dental Hygiene

**Semester:** Summer 2015

**CRN:** 51263

**SLO number and text:** SLO#2. Continue to improve their abilities to utilize the findings from the physical and oral assessments in designing a comprehensive treatment plan for their clients.

**Method of Assessment:** Treatment Planning Section of Daily Grade Sheet

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 14

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	14				

**Analysis and Interpretation:**

The results indicate that all students were at mastery level for this SLO. The prerequisite courses taken prior to this course help with the success of the students' performance. The SLO and method of assessment are consistent with the purpose of the course which is to allow students to enhance their clinical knowledge and skill by providing patient care.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

Funding for tutors to keep students successful in clinical courses.

**Course number and title:** DH 200B – Directed Studies in Clinical Dental Hygiene

**Semester:** Spring 2015

**CRN:** 33300

**SLO number and text:** SLO# 1. Apply infection control practices in compliance with state and federal OSHA standards and laws while continuing to improve their abilities to perform a comprehensive assessment of their client's physical and oral health and perform comprehensive treatment based on the client's assessment.

**Method of Assessment:** Clinical Daily Evaluation Grades

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	4	7	1		

**Analysis and Interpretation:**

The results indicates the majority of students are at accomplished level. There are four students at the mastery level and one at the accomplished level. This distribution is lower than desired. Provision of dental hygiene services is a highly technical skill that needs a lot of practice and guidance. The SLO and method of assessment are consistent with the purpose of the course which is to allow students to enhance their clinical knowledge and skill by providing patient care.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Identify students that are at “Developing” or “Adequate” level early on and provide the necessary resources and remediation necessary for them to achieve to the “Accomplished” or “Mastery” level.

**Resource Needs:**

Funds to pay for faculty tutoring.

**Course number and title:** DH 200C – Clinical Board Preparation

**Semester:** Summer 2015

**CRN:** 50850

**SLO number and text:** SLO#1. Apply infection control practices in compliance with state and federal OSHA standards and laws while continuing to improve their abilities to perform a comprehensive assessment of their clients' physical and oral health.

**Method of Assessment:** Infection Control and Assessment Sections of Clinical Daily Grade Sheets

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	12				

**Analysis and Interpretation:**

Results indicate all students are at mastery level for this SLO which would be expected in this course as it is a post-graduation elective course for dental hygiene students. The course is designed to prepare the students for their clinical board while maintaining skills to be successful and become licensed.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

None

**Resource Needs:**

None

**Course number and title:** DH 200C – Clinical Board Preparation

**Semester:** Summer 2015

**CRN:** 50850

**SLO number and text:** SLO#2. Demonstrate the ability to utilize specific criteria in the selection of patients for licensing examinations

**Method of Assessment:** Successful procurement of appropriate board patient.

**Rubric:**

**Scale:** 4 = Mastery: 90%-100%; always meets criteria; rarely requires assistance.  
3 = Accomplished: 80 %-89%; generally meets criteria; occasionally needs help  
2 = Adequate: 75%-79%; sometimes meets the criteria; works well under close supervision  
1 = Developing: 65%-74%; rarely meets the criteria; does not comprehend instructions  
0 = Inadequate: 0%-64%; never meets the criteria; does not attempt objectives

**Data:**

**Total Students Assessed:** 12

**Summary Table of Assessment Results (indicated number of students in each category)**

Score	4	3	2	1	0
Number of Students:	11				1

**Analysis and Interpretation:**

Results indicate all but one student are at mastery level for this SLO which would be expected in this course as it is a post-graduation elective course for dental hygiene students. The course is designed to prepare the students for their clinical board while maintaining skills to be successful and become licensed. The one student that was unable to procure a board patient spent the entire semester trying to work on an incomplete grade. The student had an unrealistic opinion regarding their skill level and refused to accept any remediation other than what was required by program policies.

**Closing the Loop (Reflections on previous Recommendations):**

Not applicable. No previous recommendations.

**Recommendations for Improvement:**

Provide and require mandatory more tutoring in the previous clinical course so students build skill to be successful and not come into the course with an incomplete grade from the previous semester.

**Resource Needs:**

Funding for faculty tutors.



## REQUIRED COURSE IN FALL DENTAL HYGIENE PROGRAM CURRICULUM

**Course number and title:** ANAT 115 – Head and Neck Anatomy

**Semester:** Fall 2014

**CRN:** 72009

**Instructor:** Terri Borman

**SLO number and text:** SLO #1 Demonstrate proficiency with terminology of head and neck anatomy, including correct pronunciation and spelling.

**Method of Assessment (describe assessment and attach rubric if available):**

Instructor gave a fifty point practical exam, which assessed students' ability to correctly locate and identify nerves and blood vessels of the head and neck. Students were also asked to identify pathways which these nerves and vessels followed, further assessing their knowledge of the anatomy and terminology of bony structures, muscles, and nearby tendons and ligaments involved in these pathways. Terminology was also graded for correct spelling on this assessment.

**Total Students Assessed:** 17

(There is only one section of ANAT 115 offered and this one section was assessed for this SLO). For the rubric, students scoring 90-100% received a 4, students scoring 80-89% received a 3. No students scored below a 3.

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	16	1	0	0	0

**What do you think was helpful in supporting the students who succeeded on this SLO (3 or 4).**

Dental Hygiene students must know the detailed anatomy of structures surrounding the oral cavity. Relevant bones and muscles are studied in one unit and reviewed as students then move on to study important nerves, blood vessels, and the pathways these follow as they travel toward the oral cavity. Repetition is important for mastering detailed anatomical structures, so covering this material in two units over approximately five weeks of the semester is very helpful. Most of the students who received a 4 (which was almost the entire class) worked together in effective study groups during lab time on activities that facilitated repetition with this terminology.

**What factors may have influenced the students who scored poorly on this SLO (0 or 1)?**

No students scored below a 3 on this assessment.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Since no students scored poorly on this assessment, I don't feel changes in pedagogy or student study habits are necessary at this time.

**Course number and title:**

ELTY 012 Basic Electricity-Electronics

**SLO number and text:**

SLO#1: Demonstrate and explain safe working practices in practical electrical applications with the use of tools, measurement instruments, live circuits and safety standards published by local, state and national officials

SLO#4: Explain in writing methods and procedures to explore and analyze electrical circuits.

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- 4- Students demonstrate outstanding understanding of circuit theories, circuit analysis, and their laws and rules. '
- 3- Students demonstrate considerable of circuit theories, circuit analysis, and their laws and rules. '
- 2- Students demonstrate some understanding of circuit theories, circuit analysis, and their laws and rules. '
- 1- Students demonstrate limited understanding of circuit theories, circuit analysis, and their laws and rules. '
- 0- Students demonstrate no understanding of circuit theories, circuit analysis, and their laws and rules. '

**Data\*:**

Score	4	3	2	1	0
Percent (13 students)	38%	31%	8 %	0%	23%

**Analysis and Interpretation:**

Data distribution in this table for scores 4, 3, and 2 is normal and satisfactory. Some

students take this class to be familiar in field of electricity, but they can not follow the instructions well because of their exceeding absences, lack of interest in electrical field, inadequate knowledge on math and science.

**Recommendations for Improvement:**

This class needs a proper equipped lab to help students be more engaged and interested in the course materials.

**Course number and title:** ELTY 217 Electrical Inspection and Codes

**SLO number and text:**

SLO #1: Apply the inspection process using national, state and local codes.

SLO #3: Define electrical symbols and terminology.

**Assessment\*:**

Class performance, homework, projects, project presentation, and final exam.

**Rubric:**

4. Students demonstrations of NEC terms, facts, concepts, principles, codes methods, and electrical inspection are complete and correct
3. Students demonstrations of NEC terms, facts, concepts, principles, codes, methods, and electrical inspection are mostly complete and correct. &
2. Students demonstrations of NEC terms, facts, concepts, principles, codes, methods, and electrical inspection are somewhat complete and correct. &
1. Students demonstrations of NEC terms, facts, concepts, principles, codes, methods, and electrical inspection are minimally complete and correct. &
0. Students demonstrations of NEC terms, facts, concepts, principles, codes, methods, and electrical inspection are not considerable. &

**Data\*:**

Score	4	3	2	1	0
Percent (15 students)	20%	40%	27 %	0%	13%

**Analysis and Interpretation:**

The overall results are satisfactory and the distribution over the first three columns seems to be normal. Two students failed because of missing many of their assignments and final exam.

**Closing the Loop (Reflections on previous Recommendations):**

This was my recommendation “*Students who take this course should have some basic knowledge of electricity*”. I am spending some part the instructional time to describe electrical systems.

**Recommendations for Improvement:**

- Students who take this course should have some basic knowledge of electricity.
- SLOs #7 and 10 should be revised.

**Course number and title:**

ELTY 240D Programmable Controllers/Solid State Devices and Electronic Applications

**SLO number and text:**

SLO#1: Demonstrate and explain safe working practices in practical electrical applications with the use of tools, measurement instruments, live circuits and safety standards published by local, state and national officials.

SLO#2: Demonstrate the basic principles of application and operation of programmable controllers for machinery.

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

4. Students demonstrations of PLC terms, facts, concepts, principles, theories, applications, and methods are complete and correct.
3. Students demonstrations of PLC terms, facts, concepts, principles, theories, applications, and methods are mostly complete and correct.
2. Students demonstrations of PLC terms, facts, concepts, principles, theories, applications, and methods are somewhat complete and correct.
1. Students demonstrations of PLC terms, facts, concepts, principles, theories, applications, and methods are minimally complete and correct.
0. Students demonstrations of PLC terms, facts, concepts, principles, theories, applications, and methods are not considerable.

**Data\*:**

Score	4	3	2	1	0
Percent (12 students)	33%	42%	25 %	0%	0%

**Analysis and Interpretation: '**

This was an excellent class and the results are satisfactory

**Recommendations for Improvement:**

Updated PLC hardware/software, devices, equipment, and field trips, would help students to improve their knowledge and performances.

**Resource Needs:**

Proper lab with updated equipment.

**Course number and title: (Example: Chem 101 General Chemistry)**  
ELTY 248A, Introduction to Electrical Technology

**SLO number and text:**

SLO#3: Solve electrical systems using both Ohm's law and Joule's law

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (66 students)	27%	33%	27 %	6%	6%

**Analysis and Interpretation:**

60% of the students passed the course with a grade of A or B. These are the students with very good attendance record, participating in classroom discussions and hands-on experiments, and doing the homework.

16% of the students were in the category of Developing and Inadequate. Majority of these students are those who did not come to the class on a regular bases. This could be because of financial hardship, missing too many class periods, and lack of basic skills in math, English, and not being able to use a scientific calculator

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

Offering short seminars in basic math and how to use a scientific calculator could improve this.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title:**

ELTY 248A Introduction to Electrical Technology

**SLO number and text:**

SLO#2: Discuss and defend the fundamental theories, laws and applications of Direct Current (DC) circuits

SLO#6: Develop, design, construct and evaluate basic DC circuits using test measurement instruments and state-of-the-art trouble-shooting procedures.

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

4- Students demonstrate outstanding understanding DC circuits, applied terms and ' principles of measurement instruments. '

3- Students demonstrate considerable understanding DC circuits, applied terms and ' principles of measurement instruments. '

2- Students demonstrate some understanding DC circuits, applied terms and ' principles of measurement instruments. '

1- Students demonstrate limited understanding DC circuits, applied terms and ' principles of measurement instruments. '

0- Students demonstrate no understanding DC circuits, applied terms and principles of measurement instruments. '

**Data\*:**

Score	4	3	2	1	0
Percent (18 students)	11%	44%	22 %	11%	11%

**Analysis and Interpretation:**

Students who received D or F, missed many lab experiments. Uncertainty for their future career, poor knowledge on math and science, and inadequate academic training before college might be the reasons for their poor performances.

**Closing the Loop (Reflections on previous Recommendations):**

First time teaching this course.

**Recommendations for Improvement:**

Updated laboratory equipment, field trips, and math and science tutoring would be helpful.

**Resource Needs:**

Out of the class hours lab assistant for student access to lab materials for doing the projects.

**Course number and title: (Example: Chem 101 General Chemistry)**

ELTY 248B, Electrical Power Generation and Control Circuits

**SLO number and text:**

SLO#3: Define the basic terms used in AC electrical circuits

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (11 students)	27%	27%	27 %	0%	18%

**Analysis and Interpretation:**

54% of the students passed the course with a grade of A or B. These are the students with very good attendance record, participating in classroom discussions and hands-on experiments, and doing the homework.

18% of the students were in the category of Developing and Inadequate. Majority of these students are those who did not come to the class on a regular bases. This could be because of financial hardship, missing too many class periods, and lack of basic skills in math, English, and not being able to use a scientific calculator

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

Offering short seminars in basic math and how to use a scientific calculator could improve this.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: (Example: Chem 101 General Chemistry)**

ELTY 248C, Electrical Power Distribution systems and Machinery

**SLO number and text:**

SLO#3: Understand the basic principles of power distribution and transmission system

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (13 students)	31%	54%	27 %	8%	8%

**Analysis and Interpretation:**

85% of the students passed the course with a grade of A or B. These are the students who have finished the first 2 courses in the program and most likely will finish the program. They have very good attendance record, participate in classroom discussions and hands-on experiment, and do the homework.

Two students were in the category of Developing and Inadequate. They missed too many class periods. Most likely, they had to relocate because of their job or financial hardship

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

Most of the lab equipment are old and not working properly. It is highly recommended to update the equipment

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: (Example: Chem 101 General Chemistry)**  
ELTY 248D, Programmable Controllers/Solid State Devices and Electronic Application

**SLO number and text:**

SLO#3: Demonstrate knowledge/skills in programmable controllers for electrical machinery used in the electrical industry

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (7 students)	14%	57%	29 %	0%	0%

**Analysis and Interpretation:**

71% of the students were in the category of Mastery or Accomplished. These are the students who are finishing the program and very motivated. They have very good attendance record, participate in classroom discussions and hands-on experiment, and do the homework.

There were not any students in the category of Developing and Inadequate. Students in this class were very motivated to finish the program.

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

Better laboratory equipment and experimental material could be a great improvement in the program

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: (Example: Chem 101 General Chemistry)**

ELTY 250, Introduction to Photovoltaic Systems

**SLO number and text:**

SLO#3: Identify the size of photovoltaic system based on site location and estimate the cost of the system

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (46 students)	22%	26%	26 %	2%	26%

**Analysis and Interpretation:**

48% of the students were in the category of Mastery or Accomplished. These are the students with very good attendance record, participating in classroom discussions and hands-on experiments, and doing the homework.

28% of the students were in the category of Developing and Inadequate. Majority of these students are those who did not come to the class on a regular bases. Some took the course as an elective and could not handle the workload. This could also be contributed to financial hardship, lack of basic skills in math, English, and not being able to use a scientific calculator.

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Offering short seminars in basic math and how to use a scientific calculator could improve this.

**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: (Example: Chem 101 General Chemistry)**

ELTY 251, Photovoltaic Theory and Installation Techniques

**SLO number and text:**

SLO#3: Demonstrate the installation, test and troubleshooting procedures for a PV system for residential or commercial application

**Assessment\*:**

Class performance, homework, lab assignments, lab reports, projects, project presentation, quizzes and final exam.

**Rubric:**

- i. 0 (F) = Makes no attempt to perform the task
- ii. 1 (D) = Cannot perform the task, despite trying
- iii. 2 (C) = Can perform task with supervised help
- iv. 3 (B) = Can perform task independently
- v. 4 (A) = Has mastered the task

**Data\*:**

Score	4	3	2	1	0
Percent (30 students)	40%	27%	30 %	0%	3%

**Analysis and Interpretation:**

67% of the students were in the category of Mastery or Accomplished. These are the students who are finishing the program, very motivated and preparing themselves for the 3<sup>rd</sup> party test, North American Board of Certified Energy Practitioners (NABCEP). They have very good attendance record, participate in classroom discussions and hands-on experiment, and do the homework.

One student was in the category of Developing and Inadequate. For some unknown reason he stop coming to the class. Students in this class were very motivated and interested in the program.

**Closing the Loop (Reflections on previous Recommendations):**

Lab still looks like a third world storage warehouse

Lab equipment has not been updated

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Better laboratory equipment and experimental material could be a great improvement in the program

**Resource Needs:**

Organizing the lab should be on the top of the list.

Lab equipment are very old and in most cases not working properly.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Eye-Wear Design

### Formal Presentation Grading Sheet

You will plan, prepare, practice and deliver a formal presentation of your design results. The presentation should discuss any research completed, details of the project management, all technical details including sketches, prototypes of alternative designs that were considered, a decision matrix showing how the candidate design was selected, and lessons learned through the design process.

You will be limited to 5 minutes for your presentation.

Presenter:

#### Grade Distribution

Area	Possible Points	Team Score
<b>Presentation Content</b>		
Title slide with presenter's name	2	
Applicable research completed	3	
Summary of possible solutions considered (alternative designs)	10	
Sketches and prototypes of alternative designs	10	
SDW model & Assembly – rendering	10	
Material and cost analysis of the final solution	10	
Prototype results and explanation of any negative outcomes including lessons learned	5	
<b>PowerPoint Slide Quality</b>		
Ease of reading including appropriate text, animation and color combinations	5	
Facilitation of information flow	5	
Graphs, diagrams, tables, and figures...	5	
Correct in spelling, grammar and usage	5	
<b>Presentation Delivery</b>		
The speaker effectively presented without reading directly from personal notes or from the screen	5	
The speaker faced the audience, maintained eye contact	5	
The speaker spoke loudly enough and clearly	5	
The speaker avoided distracting gestures	5	
The team appeared to have adequate preparation for delivery of the presentation	5	
<b>Overall Presentation Grade</b>	100	

**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 2: Construct engineering and technical graphics through selection of sketching, instrument drawing and computer-aided design (CAD) techniques.

**Assessment\*:**

Students were instructed to design, model, and prototype eyeglasses that fit them. Students presented their work in a five minutes presentation. The presentation included research completed, all technical details including sketches, prototypes of alternative designs that were considered, a decision matrix showing how the candidate design was selected, and lessons learned through the design process.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent 16	37.5%	37.5%	12.5%	0	12.5%

**Analysis and Interpretation:**

Having the help (teacher assistant) in the classroom helped the progress of the project. Teacher assistant helped in different capacities. With the help of the teacher assistant, students were able to receive in-time feedback from having prototypes, have their questions answered while I was busy addressing other students. I was able to speak to students one-on-one on the progress of their project and the class in general.

The way the rubric was defined helped students who were motivated to deliver complete work to earn maximum credit on the assessment.

Students who achieved mastery tend to have great attendance record which I think made a huge difference in not constantly feeling lost and behind in their work. Also, students who mastered the project had easier time communicating with teacher assistant, their peers, and me. They were able to communicate the end result of their project successfully to earn maximum points.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

Having teacher assistant in technical courses is much more effective than providing hours and hours of tutoring outside of the hours of class. Students who need the tutoring the most, do not even attend the sessions.

**Recommendations for Improvement:**

Break-down the formal presentation into two parts

Even though students are given a timeline to deliver their work and show progress before the formal presentation, it will allow them to realize where they are in respect to others in the class, practice presentation, and strategize their success for the second half of the project. If the part 1 (mid-way) report/presentation is formal, it will provide a "second chance" to do better.

**Resource Needs:**

Keep providing teacher assistant (tutor) during class time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 3: Implement effective team problem-solving in developing engineering and technical graphics for team design.

**Assessment\*:**

Students were given detailed instructions to design, model, and prototype a mechanical hand that duplicated human motion, which could potentially be used to improve the quality of life for someone with disabilities.

Groups worked together to collectively generate a solution to an engineering problem. Groups presented their work, which included design process, alternatives considered, prototypes, and technical drawings that led to the 3D model of their final design.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent # of students: 19	16%	74%	0	0	2%

**Analysis and Interpretation:**

Having the help (teacher assistant) in the classroom helped the progress of the project. Teacher assistant helped in different capacities. With the help of the teacher assistant, students were able to receive in-time feedback from having prototypes, have their questions answered while I was busy addressing other students. I was able to speak to students one-on-one on the progress of their project and the class in general.

Students picked their teams and by the time this project was assigned, students knew their peers. Groups achieving mastery had a good group dynamics, group members tend to have great attendance record, which allowed them to work together and accomplish tasks on timely manner.

Students picked people whom they were comfortable working with, that fact helped them communicate easier and deliver their final work successfully.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

Make sure students receive the help they need in the class first, then provide outside help if needed. Once students feel confident enough to work on their own, they show up to lab hours and continue their work on their own (having tutor then is useful).

**Recommendations for Improvement:**

Assign students to teams by carefully considering group members' abilities and skills. Ask for teams to turn in the group norms and member responsibilities in written format in the beginning of the project.

**Resource Needs:**

Teacher assistant (tutor) in the classroom proves to be more effective than any tutoring sessions outside of classroom. Lab available for students to use the software outside of class time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Formal Project Grading Sheet

Presenters:

Time: --:-- / 05':00"

### Grade Distribution

Area	Possible Points	Team Score
<b>Poster Content</b>		
Title with presenters' names	5	
Summary of design concept	5	
Detailed views - rendering	15	
Information flow, correct use of spelling and grammar	5	
Ease of reading including appropriate text and color combinations	5	
<b>Presentation Content</b>		
Summary of possible solutions considered (alternative designs)	5	
Prototyping process of alternative designs	5	
The speakers effectively presented within the time limit, without reading directly from personal notes or from the screen, spoke loudly enough and clearly, avoided distracting gestures	5	
The team appeared to have adequate preparation for delivery of the presentation	5	
<b>Product Quality</b>		
Complete parts and assembly in SDW	20	
Appropriate material usage	5	
Complete functioning model of the final design	20	
<b>Overall Presentation Grade</b>	100	

Comments:

**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 1: Analyze engineering and technical graphics by evaluating view representations, dimensions, and geometric relationships.

**Assessment\*:**

Students were tasked to model parts and assembly of a gear-box system by reading and interpreting the technical drawings and produce similar manufacturing drawing of their modeled parts and assembly

Students generated drawings based on their modeled part were assessed by comparing with the original technical drawings set they received.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent 24	75%	0	0	0	25%

**Analysis and Interpretation:**

Since this was an introductory mini-project, students who have excellent attendance achieved mastery which I think made a huge difference in not constantly feeling lost and behind in their work. Also, students who mastered the project had easier time communicating with me and teacher assistant, and their peers to address their questions and make quicker progress.

Students who did not attend class regularly or on time have a tendency to not do well because they are constantly trying to catch up on material they missed.

**Closing the Loop (Reflections on previous Recommendations):**

Clarifying consequences of not attending class every session, allocate more points to attendance; provide make-up lab sessions outside of class time with tutor presence.

**Recommendations for Improvement:**

Set class norms and expectations in the beginning the course.

**Resource Needs:**

Keep providing teacher assistant (tutor) during class time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title:**

ENGR 010: Introduction to Engineering

**SLO number and text:**

SLO#1: Students will analyze the engineering profession by investigation of engineering functions, disciplines and industry sectors which employ engineers.

SLO#2: Students will design an engineering project by evaluating empirical data and creating engineering graphics in the form of graphs and Computer-Aided Design drawings

**Assessment\*:**

Class performance on project design and construct, research on engineering functions and disciplines, team working and team communication.

**Rubric:**

Individually Graded on their performance and presentation.

**Data\*:**

Score	4	3	2	1	0
Percent 20students)	45%	30%	25 %	0%	0%

**Analysis and Interpretation:**

This is a project based and interactive class. Students are very motivated to participate in class activities. I think the result is satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

First year teaching this class.

**Recommendations for Improvement:**

This class needs a proper lab and workshop for constructing prototypes and testing.

**Resource Needs:**

**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 2: Students will design an engineering project by evaluating empirical data and creating engineering graphics in the form of graphs and Computer-Aided Design drawings.

**Assessment\*:**

Designed and modeled a one dimensional solution to a multi-dimensional problem  
Student competed with their peers in how much load their solution to the problem would be able to hold.

**Rubric:**

Individually graded on presenting the results.

**Data\*:**

Score	4	3	2	1	0
Percent 28	25%	3.6%	21%	32%	10%

**Analysis and Interpretation:**

Students who were able to succeed in this project either had background in CAD drawing software used, or had higher math preparation.

Lack of math knowledge to come up with sophisticated solution to the multi-dimensional problem.

**Closing the Loop (Reflections on previous Recommendations):**

Allow more time for students to receive feedback before the deadline  
Solve more examples of similar problems and model solutions  
More CAD practicing exercises

**Recommendations for Improvement:****Resource Needs:**

Providing teacher assistant to help facilitate the discussion and answer students' questions just in time during the development phase of the assignment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 2: Students will design an engineering project by evaluating empirical data and creating engineering graphics in the form of graphs and Computer-Aided Design drawings.

**Assessment\*:**

Designed and modeled a one dimensional solution to a multi-dimensional problem  
Student competed with their peers in how much load their solution to the problem would be able to hold.

**Rubric:**

Individually graded on presenting the results.

**Data\*:**

Score	4	3	2	1	0
Percent 28	25%	3.6%	21%	32%	10%

**Analysis and Interpretation:**

Students who were able to succeed in this project either had background in CAD drawing software used, or had higher math preparation.

Lack of math knowledge to come up with sophisticated solution to the multi-dimensional problem.

**Closing the Loop (Reflections on previous Recommendations):**

Allow more time for students to receive feedback before the deadline  
Solve more examples of similar problems and model solutions  
More CAD practicing exercises

**Recommendations for Improvement:****Resource Needs:**

Providing teacher assistant to help facilitate the discussion and answer students' questions just in time during the development phase of the assignment.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: ENGR 14 Materials of Construction**

**SLO number and text:**

SLO 3: Select materials for engineering design applications using property data to establish dimensions, economical impact, failure prevention and functional limitations of products.

**Assessment\*:**

Teams designed structural beam that met given design constraints. Teams need to consider multiple design solutions and select the most viable solutions with proper material and geometric characteristics that satisfied the objectives of the design.

The results were presented in formal technical report generated one per group.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent # of students: 25	20%	52%	24%	0	4%

**Analysis and Interpretation:**

Factors supporting students' success:

Team Dynamics

Attendance

From inspection, students scoring higher tend to have higher math preparation. Also, this course was not their first engineering course. Most of them have taken engineering courses with me and I am thinking maybe they were familiar with my teaching and assessment style.

This is a challenging subject and course, all scores were in high 70s and upper which tells me students were able to effectively apply the new concepts to solve a real engineering problem. Students who scored lower needed more time to complete the project. One of the groups needed to redo the entire design and testing, but were faced with the deadline.

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Recommendations for Improvement:**

Allocate more in-class time to work on the project.

Take some time to go over technical writing rules and give students a chance to practice technical writing before this project.

Provide a library orientation to research and academic writing session.

**Resource Needs:**

Renewal of software called EDUPACK – supplement of the textbook used for this course.

The license has expired for a year now.

Purchase lab equipment for material testing

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ENGR 14: Materials Of Construction**  
**Material Evolution Presentation – Rubric**

Area	Possible Points	Earned Points
<b>Content</b>		
Title Page	5	
Material evolution timeline; Chosen product is located on the timeline	10	
Includes a product	5	
Evolution of material and product is explained in details	5	
Relevant examples are used to demonstrate the evolution of the material and product	5	
Scientific terminologies are used throughout the presentation	5	
<b>Delivery &amp; Style</b>		
Speaks loud and clear; makes eye contact with audience; and appears to understand the topic well.	10	
References	5	
All references noted correctly		
Appearance and effort	10	
Slides have professional appearance and the appropriate level of effort was put into the lab report. Feel free to get creative!		
Flow	5	
Clear and concise writing style that avoids ambiguity and redundancy.		
Grammar/Spelling/Language Free of grammatical and spelling errors	5	
<b>Overall Report Grade</b>	<b>70</b>	

**ENGR 14: Materials Of Construction**  
**Material Evolution Presentation – Rubric**

Area	Possible Points	Earned Points
<b>Content</b>		
Title Page	5	
Material evolution timeline; Chosen product is located on the timeline	10	
Includes a product	5	
Evolution of material and product is explained in details	5	
Relevant examples are used to demonstrate the evolution of the material and product	5	
Scientific terminologies are used throughout the presentation	5	
<b>Delivery &amp; Style</b>		
Speaks loud and clear; makes eye contact with audience; and appears to understand the topic well.	10	
References	5	
All references noted correctly		
Appearance and effort	10	
Slides have professional appearance and the appropriate level of effort was put into the lab report. Feel free to get creative!		
Flow	5	
Clear and concise writing style that avoids ambiguity and redundancy.		
Grammar/Spelling/Language Free of grammatical and spelling errors	5	
<b>Overall Report Grade</b>	<b>70</b>	

**Course number and title: ENGR 2 Engineering Graphics****SLO number and text:**

SLO 1: Apply the principles of mechanics - statics to practical engineering problems in the following: composition and resolution of co-planar and non-planar force systems; equilibrium of rigid bodies; distributed forces; forces in trusses, frames and cables; shear and bending moments in beams; moments of inertia of areas and bodies.

**Assessment\*:**

Individual assignment

Formative assessment to check students understanding of the equilibrium of rigid bodies, which compromised, of analyzing the support reactions generated on a beam loaded externally.

In-class quiz; students were allowed to use their notes to solve three intermediate engineering problems.

**Rubric:**

Individually graded.

**Data\*:**

Score	4	3	2	1	0
Percent 29	55%	0	0	0	44%

**Analysis and Interpretation:**

Students who participate in class discussions tend to do well on quizzes because they understand the material better and have their questions answered before being assessed.

It is evident that students are divided into two groups. The group that does not participate or engage actively in the class tends to perform poorly on individual assessments. Students may have had difficult time grasping the new concept and did not have enough time to address their questions.

**Closing the Loop (Reflections on previous Recommendations):**

First time teaching this course. Providing help to students outside of classroom should be considered and offered.

Problem solving sessions in the classroom where students work in groups to address each others questions and solve a proposed open-ended problem. Each group presents their solution to the class and carry an authentic discussion about their learning.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Recommendations for Improvement:****Resource Needs:**

Providing help to students outside of classroom – discussion sessions.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ENGR 15B Applied****SLO number and text:**

SLO 3: Apply Hook's Law to biaxial and triaxial states of stress encountered in engineering structures.

**Assessment\*:**

Individual assignment

Formative assessment to check students understanding of the Hook's Law

In-class quiz; students were allowed to use their notes to solve three intermediate engineering problems.

**Rubric:**

Graded Assignment

**Data\*:**

Score	4	3	2	1	0
Percent	65%	15%	0	2%	2%
# of students: 20					

**Analysis and Interpretation:**

Students who participate in class discussions tend to do well on quizzes because they understand the material better and have their questions answered before being assessed.

Students may have had difficult time grasping the new concept and did not have enough time to address their questions.

**Closing the Loop (Reflections on previous Recommendations):**

First time teaching the course

**Recommendations for Improvement:**

Provide more time to students to focus on one problem by proposing one question on the quiz.

Take home quiz - allow more time and less stressful conditions for students to solve problems.

Provide a chance for students to apply the concepts they learn on a hands-on assignment. Appropriate equipment needs to purchase for that purpose.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Design a rubric that will assess students on their ability to analyze the problems and not necessarily providing the correct answer.

**Resource Needs:**

Purchase lab equipment to provide an authentic learning experience for students in this course. – Suggested list has been submitted to the dean. Potentially class will need a teacher assistant.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title:**

ENGR 016 Engineering Circuits

**SLO number and text:**

SLO#1: Demonstrate the application of mathematical skills, general scientific principles and computer applications appropriate to the solution of problems in electrical circuit analysis.

SLO#2: Demonstrate the ability to identify, formulate, and solve engineering problems appropriate to the electrical engineering circuits

**Assessment\*:**

Class performance, homework, projects, project presentation, seminar, quizzes and final exam.

**Rubric:**

4- Students demonstrate outstanding understanding of circuit analysis, methods, and % problem solving. %

3- Students demonstrate considerable of circuit analysis, methods, and problem % solving. %

2- Students demonstrate some understanding of circuit analysis, methods, and % problem solving. %

1- Students demonstrate limited understanding of circuit analysis, methods, and % problem solving. %

0- Students demonstrate no understanding of circuit analysis, methods, and problem solving. %

**Data\*:**

Score	4	3	2	1	0
Percent (11 students)	27%	36%	18 %	0%	18%

**Analysis and Interpretation:**

Students who were successful in this class, had consistent attendance, practiced on

approaching the result by thinking critically, participated in interactive activities, spending time and efforts on projects/seminar, and studied the subject matters.

**Closing the Loop (Reflections on previous Recommendations):**

First year teaching this class.

**Recommendations for Improvement:**

Adding one unit lab to this class is recommended.

**Resource Needs:**

Class time tutoring on calculus needed for this level of engineering course.

**Course number and title:**

ENGR 016 Engineering Circuits

**SLO number and text:**

SLO#2: Demonstrate the ability to identify, formulate, and solve engineering problems appropriate to the electrical engineering circuits

SLO#6: Demonstrate the ability to present technical information clearly in both written and oral format.

**Assessment\*:**

Class performance, homework, projects, project presentation, seminar, quizzes and final exam.

**Rubric:**

- 4- Students demonstrate outstanding understanding of circuit analysis, methods, and % problem solving. %
- 3- Students demonstrate considerable of circuit analysis, methods, and problem % solving. %
- 2- Students demonstrate some understanding of circuit analysis, methods, and % problem solving. %
- 1- Students demonstrate limited understanding of circuit analysis, methods, and % problem solving. %
- 0- Students demonstrate no understanding of circuit analysis, methods, and problem solving. %

**Data\*:**

Score	4	3	2	1	0
Percent (18 students)	45%	22%	33%	0%	0%

**Analysis and Interpretation:**

This is an excellent result for this class. Students who were successful in this class, had consistent attendance, practiced on approaching the result by thinking critically, participated in interactive activities, spending time and efforts on projects/seminar, and studied the subject matters.

**Closing the Loop (Reflections on previous Recommendations):**

First year teaching this class.

**Recommendations for Improvement:**

Adding one unit lab to this class is recommended.

**Resource Needs:**

Class time tutoring on calculus needed for this level of engineering course.

## **Course number and title: Envrs 1 Introduction to environmental science**

**Fall 14**

### **SLO number and text:**

1. Articulate an appreciation for the earth systems approach and the interdisciplinary nature of the study of Environmental Science.

### **Assessment\*:**

Varied from instructor to instructor

DiFiori – CRNs 3682, 5041

Method of Assessment (describe assessment and attach rubric if available):

Mind in Nature: In this 5 week project we start off by doing a survey of the literature that documents the health benefits of exposure to natural environments and then the students design a data collection schema to apply in 4 different locations of varying levels of nature (downtown, suburban, urban nature park, and wilderness). We visit all 4 locations and students collect their data and then we form multidisciplinary teams with students who collected different type of data to determine what environmental factors might influencing a persons well being. This project has many weekly formative discussions and assignments but culminates in a summative presentation/ debate.

O'Connor - CRNs 0247, 0796, 3683

Following presentation of content in written or multi-media form, students first engage in peer discussion and then answer written questions as a group. This is followed by class discussion. Time is allowed for students to revise written answers, which submit for grading.

Catanese – CRNs 0246,1673,1835

Agriculture Unit: Over the course of several weeks, students research, read and present both primary & secondary literature related to their food systems. They learn of the direct consequences of food choices and how they relate to their Life Support System. They do this both in the classroom and on our farm visit to a local university. Students are assessed via both their presentations and essays on the midterm exam.

### **Rubric:**

Final grade is used due to the fact not all assessment information is available through canvas.

### **Data\*:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Score	4	3	2	1	0
Percent (168students)	19%	47%	26%	5.5%	2.5%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

*The multi-week nature of the projects and the weekly formative assessments*

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

*Lack of practice talking to their group members during the week or lack of talking to the text and oral practice on own in preparation.*

What suggestions would you recommend to help more students achieve success with this SLO?

*More personal attention to students with developing level abilities. Maybe mandatory office hour visits?*

**SLO #5** - Relate life choices to environmental issues.

#### **Assessment:**

Many topics of discussion during the course of the semester connect life choices to current environmental issues. At various quiz and exams, students made their own list of personal choices related to environmental issues.

DiFiori – CRNs 3682, 5041

O'Connor - CRNs 0247, 0796, 3683

Catanese – CRNs 0246, 1673, 1835

Watch the Story of Cosmetics: <http://storyofstuff.org/movies/story-of-cosmetics/> (Links to an external site.) Become more inspired for action! Take notes 5pts

Produce the following in a Team:

*Product Line - Beauty &/or Household*

*Find Healthy/Safe Alternatives to commonly used products*

*Requirements:*

*Biodegradable/Made of kitchen ingredients (if you can't eat it, you can't use it) 10pt*

*Recipes for the products 10pts*

*Attractive Marketing Labels 10pts*

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Assessment/Reflection on the process, including why this is important (2 pages) 10pts

4-5 People per Team – 1 Product per team member

### Rubric:

Final grade is used due to the fact not all assessment information is available through canvas.

### Catanese Rubric

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Skill level</i></b>	Student presents product line to audience with attractive & informative marketing labels, full recipes & 2 page full assessment of relevance	Student presents product line to audience with attractive & informative marketing labels, full recipes & 2 page partial assessment of relevance	Student presents product line to audience with some information on marketing labels, full recipes & 2 page partial assessment of relevance	Student presents product line to audience with labels, incomplete recipes & 1 page assessment of relevance	Student doesn't present product line to audience, incomplete recipes & 2 page assessment of relevance

### Data\*:

Score	4	3	2	1	0
Percent (109students)	13%	44%	35%	5.5%	2.5%
Catanese (64 students)	75%	20%	5%		

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

*Catanese- The practical nature of the assignment in students' daily lives made this project both fun and beneficial to the students. Having spent the semester learning about how unregulated harmful chemicals in the products they use daily and learning the effects on ecosystems and personal physiology was very motivating.*

What factors may have influenced the students who scored poorly on this SLO (Inadequate

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

or Developing)?

Catanese - *Students had to coordinate with group members and it appeared that some students procrastinated.*

What suggestions would you recommend to help more students achieve success with this SLO?

Catanese - *Early intermittent checks on progress may have motivated and inspired those who didn't produce their product according to the protocol.*

## Spring 15

Student Learning Outcome (SLO) assessed:

2. Synthesize and analyze oral and written information pertaining to environmental studies

### Assessment

DiFiori – CRNs 32122, 30497

**Personal Sustainability Portfolio:** Students calculate their ecological, carbon, and water footprints and then research changes in their behaviors that would have the largest impact on bringing them closer to a sustainable lifestyle. They then try out this plan for one week and reflect on the impact that had on their happiness and wellbeing. There are many discussions and assignments as formative assessments but the summative assessment is an e-Portfolio with their plans and reflections.

**Los Angeles River Project:** Students research the plans the City of Los Angeles has for improving the Los Angeles River and compare that to plans put forth by other groups like FoLAR (Friends of the Los Angeles River) and then explore what other cities have done with their urban rivers around the world to synthesize best practice plan for our river. There are many discussions and assignments as formative assessments but the summative assessment is a presentation to the class on their final plans.

O'Connor – 30170, 31154, 30169

Following presentation of content in written or multi-media form, students first engage in peer discussion and then answer written questions as a group. This is followed by class discussion. Time is allowed for students to revise written answers, which submit for grading.

Catanese – CRNs 33525

Over the course of several weeks, students research, read and present both primary & secondary literature related to chemistry and their life support system. They learn of the direct consequences of consumer choices and how they relate to their Life Support System. They do this both in the classroom and on our visits to our local

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



watershed. Students are assessed via both their presentations and essays on the midterm exam.

**Data\*:**

Score	4	3	2	1	0
Percent (179students)	29%	47%	22%	1%	1%

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

*Catanese - The information was pertinent to their lives.*

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

*Catanese - Being out of their element in another country.*

What suggestions would you recommend to help more students achieve success with this SLO?

*Catanese - Though I met with several students to independently encourage them, I would do more coaching on a weekly basis to help those students that were having trouble.*

**Analysis and Interpretation:**

Majority of the students are doing well due to high engagement.

**Closing the Loop (Reflections on previous Recommendations):**

**Recommendations for Improvement:**

Continued personal growth for instructors.

**Resource Needs:**

Complete access to Canvas for completed classes.

**Course number and title: Envrs 2 Human impact on the environment**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**NO DATA ---Only taught by adjunct faculty.**

**Course number and title: ENVS 3 CHEMISTRY AND THE ENVIRONMENT**

**Fall 2014**

**SLO number and text:**

#1: Understand, demonstrate and apply basic chemistry concepts as they relate to environmental issues encountered in everyday life.

Method of Assessment: Students have four lectures and two labs on food issues, including 4 PowerPoints and many extra films and short essays. Essay # 8 asks students to keep track of what they eat for one week, identify foods that are likely to be GMO'd or contaminated with pesticides and finally, to make 5 menus of "clean" foods. The following assignment (one worksheet and one online quiz) was completed:

**Data\*:**

Score	4	3	2	1	0
Percent (58 students)	74%	0%	0 %	0%	26%

**SPRING 2015**

#2: Evaluate and apply the practical and personal connections to chemical processes that are pertinent to everyday life.

**Method of Assessment: Students have two lectures and one labs on elements and atomic structure including 2 PowerPoints and many extra films and short essays. Essay # 2 asks students to research several modern elements and to apply critical thinking skills to classical 5 element theory to determine what relevance this system has to them today.**

**Data\*:**

Score	4	3	2	1	0
Percent (44 students)	73%	7%	9 %	0%	11%

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**Analysis and Interpretation:**

Majority of the students are doing well.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:****Resource Needs:**

**Course number and title:** Envrs 30 Environmental field investigations

**SLO number and text:**

**Fall 2014**

#1 - Make and report, in oral and/or written form, empirical observations in a field setting.

**Assessment\*:**

Oral report and group discussion in the field, and post field trip written report.

<b>Rubric:</b>	Complete understanding and connecting all of the major environmental features of the field region visited	4
	Understanding but not necessary connecting all the major environmental features of the field region visited	3
	Understanding and connecting most of the major environmental features of the field region visited	2
	Understanding and connecting only a few of the major environmental features of the field region visited	1

No understanding of any of the major environmental features of the field region visited	0
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (24 students)	24%	0%	0 %	0%	0%

**Spring 2015**

SLO #2 - Synthesize and analyze observations in a field setting.

**Assessment\*:**

Oral report and group discussion in the field, and post field trip written report.

**Data\*:**

Score	4	3	2	1	0
Percent (20 students)	95%	0%	0 %	5%	0%

**Analysis and Interpretation:**

Students do exceedingly well in the field setting where the interpersonal relationship and nature as a laboratory for hands on learning augment the learning process.

**Closing the Loop (Reflections on previous Recommendations):**

None

**Recommendations for Improvement:**

None

**Resource Needs:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Transportation (rental vans) and camping fees.

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**ESL ANNUAL ASSESSMENT REPORT 2014-2015**

ESL 33A Level Four Reading and Writing Fall and Spring

**Course number and title:** ESL 33A- Level 4 Reading and Writing

**SLO number and text:**

**SLO 1:** Using process techniques, students will be able to write a multi-paragraph essay developing a single idea with logical organization and appropriate support.

**SLO 2:** Students will use correct grammar, appropriate vocabulary, and a variety of advanced sentence structures to communicate ideas effectively.

**Assessment\*:** Various forms of writing were assessed, including essays, ePortfolios, Portfolios, and summaries

**Rubric:** See attached

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

Total Students Assessed:

	Score	4	3	2	1	0
Fall 2014		12.5%	20.8%	66.6 %	0%	0%
SLO #1	28					
Spring 2015		24.4%	39%	19%	10%	0%
SLO #2	29					

**Analysis and Interpretation:**

The data show significant strengths amongst our ESL student population. Some students develop their skills throughout the semester and may demonstrate evidence of reaching a different outcome.

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

Because each class is different, it is difficult to come up with overall reflections. Some students show improvements in writing, which may have been influenced by textbook change, teaching methodologies, course/assignment content.

### **Recommendations for Improvement:**

We need to discuss a common assessment and a timeline to complete it.

### **Resource Needs:**

A working copy machine to allow faculty to make photocopies.

A retreat or flex day opportunity to allow for curriculum development and assessment planning

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

### 33A ATTACHMENT

#### ESL 33A Writing Rubric

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate</b>
<b>Content/Organization</b> <b>SLO 1</b> <ul style="list-style-type: none"> <li>Thesis Statement and Support</li> <li>Pattern of development</li> <li>Unity and coherence</li> </ul>	<p>Addresses the task thoughtfully and completely with strong evidence of critical thinking</p> <p>Multiple specific examples linked to the main idea</p> <p>Appropriate logical pattern of development</p> <p>Coherent, unified paragraphs with effective use of transitional devices</p>	<p>Addresses the task clearly with evidence of critical thinking</p> <p>Some specific examples linked to the main idea</p> <p>Clear logical pattern of ideas</p> <p>Mostly coherent, unified paragraphs with good use of transitional devices</p>	<p>Addresses the task with limited evidence of critical thinking</p> <p>Some examples with weak link to the main idea</p> <p>Adequate logical pattern of ideas</p> <p>Formulaic use of transitional devices to achieve coherence</p>	<p>Addresses the task, but may contain off-topic ideas. Little evidence of critical thinking</p> <p>Insufficient support</p> <p>Unclear pattern of ideas</p> <p>Little coherence and unity, inappropriate use of transitional devices</p>	<p>Task is addressed briefly or vaguely or not at all. No evidence of critical thinking</p> <p>No support</p> <p>No logical pattern of ideas</p> <p>No coherence or unity. No use of transitional devices</p>

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



## Assessment Report Template 2015

<b>Grammar/Vocabulary</b>  <b>SLO 2</b>  <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Grammar</li> <li>Word choice and forms</li> </ul>	Fluency with good use of subordination and coordination	Good control of subordination and coordination	Some control of subordination and coordination	Numerous errors in subordination and coordination, or mostly simple sentences	Many serious errors in sentence structures
	Few errors in grammar, which do not interfere with meaning	Occasional errors in grammar, which do not interfere with meaning	Some errors in grammar, which may interfere with meaning	Many errors in grammar, which interfere with meaning	Many errors in grammar, which interfere with meaning
	College-level vocabulary; meaning rarely unclear due to vocabulary	Some use of college-level vocabulary; meaning mostly clear.	Limited use of college-level vocabulary; meaning usually clear. Few errors in word forms.	Frequent errors in word choice and form	Many errors in word choice and form

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ESL 33B- Level 5 Reading and Writing Fall and Spring**

**SLO number and text:**

SLO 1: Using process techniques, students will be able to synthesize and evaluate ideas from a variety of sources to produce a well-developed written text.

SLO 2: Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words.

**Assessment\*:** Various forms of writing were assessed, including essays, ePortfolios, Portfolios, research papers, and summaries

**Rubric:**

	<b>Mastery - 4</b>	<b>Accomplished - 3</b>	<b>Adequate - 2</b>	<b>Developing - 1</b>	<b>Inadequate - 0</b>
<b>Content/Organization</b> <b>40%</b> <ul style="list-style-type: none"> <li>Thesis Statement and Support</li> <li>Pattern of development</li> <li>Unity and coherence</li> </ul>	<p>Addresses the task with strong evidence of critical thinking</p> <p>Thoughtful thesis and extensive specific support</p> <p>Strong logical pattern of development</p> <p>Coherent, unified paragraphs with a</p>	<p>Addresses the task with evidence of critical thinking</p> <p>Clear thesis and effective support</p> <p>Clear logical pattern of ideas</p> <p>Mostly coherent, unified paragraphs with transitional devices</p>	<p>Addresses the task with limited evidence of critical thinking</p> <p>Clear thesis and some support</p> <p>Adequate logical pattern of ideas</p> <p>Formulaic use of transitional devices to achieve coherence</p>	<p>Addresses the task with little evidence of critical thinking</p> <p>Weak thesis and support</p> <p>Unclear pattern of ideas</p> <p>Weak sense of coherence and unity</p>	<p>Task is addressed briefly, vaguely, or not at all, with no evidence of critical thinking</p> <p>Unclear thesis, limited support</p> <p>No logical pattern of ideas</p> <p>No sense of coherence or unity</p>

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

	variety of transitional devices				
<b>Grammar/Vocabulary</b> <b>60%</b> <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Grammar</li> <li>Word choice and forms</li> </ul>	Correct and varied use of all sentence structures  Few errors in grammar, which do not interfere with meaning  Fluent style, with effective use of college-level vocabulary	Good control of varied sentence structures  Some errors in grammar, which do not interfere with meaning  Some fluency in style with appropriate use of most college-level vocabulary	Control of sentence structures with some errors.  Errors in grammar, which do not interfere with meaning  Errors in college-level vocabulary, which do not interfere with meaning	Little control of sentence structures, or mostly simple sentence structures  Many errors in grammar, may interfere with meaning  Some college-level vocabulary but errors interfere with meaning.	Mistakes with simple sentence structures  Serious errors in basic grammar  Many vocabulary choice errors which interfere with meaning

**Data\*:** 17 sections offered in Fall 2014; 16 sections offered in Spring 2015

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

	Score	4	3	2	1	0
Fall 2014	53 students	17%	19%	34%	23%	8%
SLO #1						
Spring 2015	89 students	25%	25%	31%	10%	9%
SLO #2						

### Analysis and Interpretation:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

The data show significant strengths amongst our ESL student population. Some students develop their skills throughout the semester and may demonstrate evidence of reaching an outcome at a later time than the time assessed.

### **Closing the Loop (Reflections on previous Recommendations):**

Because each class and instructor is different, it is difficult to come up with overall reflections. Some students show improvements in writing, which may have been influenced by individual attention, in-class workshops, one-on-one instruction, teaching methodologies, and/or course/assignment content.

### **Recommendations for Improvement:**

Students should be advised to enroll in English 130 to strengthen their academic reading skills. They may also consider taking ESL 133—an advanced grammar workshop to review grammatical structures covered in ESL 33A and ESL 113. Students should also be encouraged to visit the support centers on campus, such as the Learning Assistance Center and ESL Center. For faculty, it would be helpful to discuss and agree upon a common assessment and timeline for our assessment data to be meaningful.

### **Resource Needs:**

A working copy machine to allow faculty to make photocopies.

A retreat or flex day opportunity to allow for curriculum development and assessment planning.

A designated lab for students to work on in-class essays with a printer.

We need to discuss a common assessment and a timeline to complete it.

A common assessment instrument for each SLO

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ESL 106 Speaking and Listening for Academic Success Spring**

**SPRING 2015 SLO Assessment Results Form**

**Student Learning Outcome (SLO) assessed:**

SLO 2: Take effective notes during academic lectures and discussions

**Method of Assessment (describe assessment and attach rubric if available):**

Students listened to a recorded academic lecture twice; the first time, they listened for comprehension and did not take notes and the second time they took notes using the strategies discussed and developed in class.

**Rubric:**

- 4      Mastery: Demonstrated evidence of excellent understanding of the lecture and academic note-taking skills.
- 3      Accomplished: Demonstrated evidence of clearly understanding the lecture and academic note-taking skills.
- 2      Adequate: Demonstrated evidence of basic understanding of the lecture and academic note-taking skills.
- 1      Developing: Demonstrated minimal evidence of understanding of the lecture and/or academic note-taking skills.
- 0      Inadequate: Demonstrated no evidence of understanding the lecture and/or academic note-taking skills.

**Total Students Assessed: 12**

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	25%	33%	17%	25%	0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?**

We had done note-taking practice activities prior to the assessment and the lecture was based on content that we had been discussing in class, so they were generally familiar with the subject matter.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

ESL 106 is an advanced- Level 5 - course focused on academic speaking and listening. Students who scored poorly were not concurrently in Level 5 grammar-composition courses; two were in ESL 122 (Level 3), and one was not taking any other ESL courses. As a result, they lacked the language skills necessary to successfully understand the lecture and take notes.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Students should be encouraged to also take ESL 33B concurrently. Also, setting eligibility for ESL 33B (and ENGL 100) as a prerequisite would ensure that even students would be at level.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ESL 122 Level 3 Grammar and Writing Fall and Spring**

**Assessment Report – ESL 122, Fall 2014 and Spring 2015**

Prepared by Shelagh Rose and Maria Pehlivanova

**SLO #1:** Using process techniques, students will be able to write a composition developing a single idea with good organization and appropriate support.

**Assessment:** ESL 122 instructors typically employ a timed in-class writing assignment given during the first week of class, during the final week, and at least 2 additional times during the semester to assess SLO #1. In addition to these timed in-class writings, students plan, outline and revise their work in and out of class. Other writing assignments including summaries and reading response journals may also be used for assessment purposes. Student performance is assessed using a common rubric developed by course level instructors. The rubric addresses both content and organization. SLO #2 was assessed in Spring 2015.

**Total Students Assessed:** 35

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i> <b>35</b>	11.42%	11.42%	40%	34.28%	3%

**Results & Analysis:** The percentage of students achieving “adequate” or better assessments on SLO #1 was 53% in fall 2014. The results from fall are

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

significantly lower than last year's results. However, the number of courses assessed represents a small fraction of the total number of ESL 122 sections, so the data may not be representative. Data collection during this year presented a challenge because our department did not have a dean to coordinate efforts and we had a shift in the faculty taking on the role of coordinator.

***Recommendations for improvement:*** For fall 2015, the ESL Department will be following the SLO Assessment process outlined by Academic Affairs. This will guarantee greatly increased numbers so ESL 122 sections being assessed and increased documentation of assessment results. With the data, we will be able to engage in a more informed conversation about the achievement of our students and the steps necessary to address SLO achievement gaps. We need consistent leadership either in the form of a dean or a chair that can lead assessment efforts in our department. We also require appropriate training on how to effectively assess our SLOs and incorporate SLO assessment data into our plans for revising our curriculum and pedagogy in order to assist students.

***SLO #2:*** *Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.*

***Assessment:*** ESL 122 faculty used two types of assessment to measure students' ability to write grammatically accurate sentences. Some faculty administered a two-part instrument to assess students' grammar in terms of error correction (production), multiple choice (recognition), and lexical knowledge. In addition, all faculty members assessed students' language use in end of semester in-class compositions for syntactic and lexical variety and control. Data from compositions were assessed using a rubric developed by ESL faculty members.

**Total Students Assessed:** 38

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	18%	26%	37%	18%	1%

**Results & Analysis:** The data show that in Fall 2014, 69.6% of the students scored “adequate” or above for SLO #2, and in Spring 2015 the percentage remained nearly the same at 69.8%. These scores are below the previous year’s numbers, which were in the low 70s. This is not surprising considering the complexity of the English grammar structure. Faculty teaching ESL 33A, the next level in the program, continue to note that some students entering that level lack the ability to apply the grammatical knowledge they should have acquired in ESL 122 in language production activities, especially writing. In addition, students who take the level below in the previous spring or first summer session experience a long stop out in their learning, which is detrimental to language learning and specifically to acquisition of complex grammar structures.

**Recommendations for improvement:** One recommendation is to promote the use of different writing tasks and reading texts that support students’ ability to practice the target grammar structures for this level. Research has shown that it is necessary for students to engage in use of grammar structures in authentic communicative tasks in order to truly acquire these structures. In addition, to improve their grammatical accuracy, as students continue to read more and

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

reflect meaningfully not only on their comprehension and vocabulary, but also on their reading and thinking processes, they will enhance their fluency and grammatical accuracy and achieve SLO #2 at higher levels. Further conversations must be had in the department to reflect on the newest findings in successful approaches to teaching grammar structures to non-native speakers. We need additional time to work as a department on interpreting our SLO results and charting plans for improvement.

**ESL 132 LEVEL THREE- READING -FALL AND SPRING**

**Student Learning Outcome (SLO) assessed:**

**SLO 1: Students will understand and use vocabulary appropriate to college level work.**

**SLO 2: Students will analyze text organization and development as well as understand literal and non-literal meaning.**

**Method of Assessment (describe assessment and attach rubric if available):**

SLO 1: word bank vocabulary test

SLO 2: Annotations Identifying Main Ideas and Details

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

### SLO 2 Rubric:

- 4      **Mastery:** Uses correct, clear, original language to communicate main ideas. Includes source with correct format. Does not add any personal ideas or commentary.
- 3      **Accomplished:** Communicates most ideas clearly, correctly with original voice. Includes source though may contain format error. Does not add personal ideas or commentary.
- 2      **Adequate:** Attempts to communicate ideas clearly in an original voice. Some language problems may cause difficulty with meaning. Clearly a summary, though source may not be clear. Does not add personal ideas.
- 1      **Developing:** Main ideas are not clearly or correctly communicated. May have some plagiarism. May not indicate source. May include details or personal opinion.
- 0      **Inadequate:** May be plagiarized or ideas are incorrect.

### SLO 1 Total Students Assessed: 22

#### Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	9%	41%	36%	14%	0

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?** Presenting a variety of techniques for acquiring vocabulary from notecards with drawing to worksheets and requiring that students write sentences using the target vocabulary. Metacognitive discussion posts about vocabulary acquisition techniques and obstacles.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

Not doing homework, having a weaker vocabulary at the start of class

**What would you recommend to help more students achieve success with this SLO?**

Allowing students to take the course twice for credit! Restore repeatability!

**SLO 2 Total Students Assessed: 41**

**Summary Table of Assessment Results (indicate number of students scoring in each category)**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12%	37%	32%	12%	7%

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?**

Annotating for main ideas, modeling and practicing

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

Vocabulary inadequate to the reading/writing task

**What would you recommend to help more students achieve success with this SLO?**

Annotating for main ideas in Levels one and two.

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**ESL 136 AMERICAN CULTURE THROUGH SPEAKING AND LISTENING**

**SLO number and text:** 2. Demonstrate successful use of strategies to interact with native speakers of English in order to gather information regarding American culture.

**Assessment\*:** Students interviewed Americans regarding various aspects of American culture. After the interviews they used a self-assessment checklist. They also reported the results of the interviews in class and were assessed by the instructor. Students repeated that activity 4 times during the semester, but each student was assessed once.

**Rubric:**

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Employs a full range of strategies to complete interviews successfully.	Employs most strategies to complete interviews successfully.	Employs basic strategies to complete interviews successfully.	Employs minimal strategies to complete interviews successfully.	Employs no strategies to complete interviews successfully.

**Data\*:** 1 section offered in Spring 2015; 1section assessed for SLO #2; 23 students assessed.

Score	4	3	2	1	0
Percent	34.78%	52.17%	8.70 %	4.35%	0%

**Analysis and Interpretation:**

- The percentage of students achieving “adequate “or better was 95.65%. There is no data available for previous assessment cycles.
- The assessment tool relies on students’ self-analysis, and therefore is not completely objective. The instructor’s part of the assessment does not assess the

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

target skills directly since instructors do not accompany students to their out-of-class interviews with native informants.

**Closing the Loop (Reflections on previous Recommendations):**

There were no previous recommendations.

**Recommendations for Improvement:**

See recommendations on the left.

Faculty need to discuss the validity of the assessment tool and the possibility of changing the way this SLO is assessed or changing the SLO itself since it is impractical to assess a skill that is performed out of class.

Develop a common assessment tool.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ESL 146 PRONUNCIATION OF AMERICAN ENGLISH: LEVEL 2 - FALL**

**SLO number and text:** 1. Recognize suprasegmental features – phrasing, linking, stress in words and sentences, rhythm, intonation patterns, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.

**Assessment\*:** Students listened to recordings of informal conversations in informal standard American pronunciation, and identified specific suprasegmental features. This assessment was done 3 times during the semester.

**Rubric:**

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Recognizes all suprasegmental features in an academic or non-academic oral text.	Recognizes the majority of suprasegmental features in an academic or non-academic oral text, but there are still specific features that student occasionally cannot identify.	Recognizes correctly suprasegmental features in an academic or non-academic oral text at least 70% of the time.	Recognizes and accurately produces some suprasegmental features in an academic or non-academic oral text but there are major inconsistencies in student's recognition skills.	Recognizes few or no suprasegmental features in an academic or non-academic oral text.

**Data\*:** 1 section offered in Fall 2014; 1 section assessed; 18 students assessed. The percentages below reflect 5 dropout students (21.74%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	43.48%	26.09%	4.35 %	4.35%	0%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

- Not counting the students who dropped out, the percentage of the remaining students who scored “adequate “or better was 94.44%. In 2013-2014, the rate was 88.4% and in 2012-2013, it was 94.1%. The fluctuations are probably the result of students’ differing levels of skill and/or effort in a given semester. The achievement level is quite high for the reporting period. To bring it even higher, students could use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Even though every semester students are encouraged to take advantage of the additional resources available to them, a relatively small number of students actually do that. The ESL faculty should discuss the incentives that could be used to increase that number.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### **Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations included encouraging students to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Individualized instruction that is based on ample teacher feedback does make a difference, especially for students who have serious problems with their pronunciation.

### **Recommendations for Improvement:**

(Process)

No recommendations here.

(Results)

Continue to recommend that students with significant problems in pronunciation take advantage of additional out-of-class resources in

the ESL Center, the LAC, and from instructors during office hours.

### **Resource Needs:**

No new resources requested at this time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**ESL 146 PRONUNCIATION OF AMERICAN ENGLISH: LEVEL 2 - SPRING**

**SLO number and text: 2.** Produce correct suprasegmental features – phrasing, linking, accurate stress in words and sentences, appropriate intonation patterns and rhythm, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.

**Assessment\*:** Students read out loud and recorded short dialogs, passages, and sentences that target specific suprasegmental features of American pronunciation. The assessment was used 9 times throughout the semester.

**Rubric:**

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Accurately produces all or most of the suprasegmental features in an academic or non-academic rehearsed oral text.	Accurately produces the majority of suprasegmental features in an academic or non-academic rehearsed oral text, but there are still specific features that student occasionally cannot control.	Accurately produces suprasegmental features in an academic or non-academic rehearsed oral text at least 70% of the time.	Accurately produces some suprasegmental features in an academic or non-academic rehearsed oral text but there are major inconsistencies in student's pronunciation.	Produces few or no suprasegmental features in an academic or non-academic rehearsed oral text.

**Data\*:** 2 sections offered in Spring 2015; data available for 1 section assessed for this SLO; 18 students assessed. The percentages below reflect 1 dropout student (4.55%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	13.64%	40.91%	36.36 %	4.55%	0%

**Analysis and Interpretation:**

- Not counting the students who dropped out, the percentage of the remaining students who scored “adequate “or better was 95.23%. In 2013-2014, the rate

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

was 81.4%. The achievement level is quite high for the reporting period. To bring it even higher, students could use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Even though every semester students are encouraged to take advantage of the additional resources available to them, a relatively small number of students actually do that. The ESL faculty should discuss the incentives that could be used to increase that number.

- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### **Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations included encouraging students to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Individualized instruction that is based on ample teacher feedback does make a difference, especially for students who have serious problems with their pronunciation.

### **Recommendations for Improvement:**

(Process)

No recommendations here.

(Results)

Continue to recommend that students with significant problems in pronunciation take advantage of additional out-of-class resources in the ESL Center, the LAC, and from instructors during office hours.

### **Resource Needs:**

No new resources requested at this time.

### **ESL 176 EFFECTIVE SPEAKING AND LISTENING II - FALL**

**SLO number and text:** 1. Demonstrate understanding of spoken English in intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.

**Assessment\*:** Two different assessment tools were used. (1) Students listened to several conversations and answered multiple choice questions about those conversations; (2) Students took notes as they listened to lectures and used their

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## Assessment Report Template 2015

notes later in the semester to complete the final exam. The assessment tools were used two times during the semester – at midterm and at the end.

### Rubric:

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Demonstrates very good understanding of listening material spoken at natural pace. Can distinguish main ideas from details. Can identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can identify topic and purpose of lectures and can follow topic development. Usually no repetitions are necessary.	Demonstrates good understanding of listening material spoken at natural pace. Can identify most main ideas and majority of details. Can usually identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can usually identify topic and purpose of lectures and can follow topic development with occasional misunderstanding of a few details.	Demonstrates adequate but still uneven understanding of listening material spoken at natural pace. Identifies some main ideas but misses quite a few details. Has some problems identifying setting, purpose of conversations, relationship between speakers, and speakers' attitude or following topic development. Requires listening to oral text two or three times in order to understand it.	Demonstrates minimal understanding of listening material spoken at natural pace. Often misses main ideas and most details. Cannot understand oral text beyond surface meaning. Requires several repetitions of oral text.	Fails to demonstrate understanding of listening material spoken at natural pace.

**Data\*:** 3 sections offered in Fall 2014; data available for 1 section assessed for this SLO; 18 students assessed. (In another section of the course SLO #2 was assessed instead)

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

The percentages below reflect 3 dropout students (14.29%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	19.05%	19.05%	28.57 %	9.52%	9.52%

### Analysis and Interpretation:

- Not counting the students who dropped out, the percentage of the remaining students who scored “adequate “or better was 77.77%. The results were as follows in previous assessment cycles: Fall 2012 – 78.9%, Spring 2013 – 71.4%, Fall 2013 - 55%, Spring 2014 - 91.9%. The fluctuating numbers are most likely the result of students’ uneven skill levels and/or effort from semester to semester.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations included encouraging students to use community resources for students at this level to develop oral proficiency beyond the classroom setting. Several resources are available to ESL students through the ESL Center. They include conversation groups, pronunciation workshops, a book club, a film club, the language exchange program, and grammar workshops. The students in the assessed classes were encouraged to participate in those activities, but their participation remains voluntary, and not all students take advantage of those opportunities.

### Recommendations for Improvement:

(Process)

No recommendations here.

(Results)

Continue to recommend that students use out-of-class resources available on campus or off campus.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Needs:**

No new resources requested at this time.

**ESL 176 EFFECTIVE SPEAKING AND LISTENING II-SPRING**

**SLO number and text:** 2. Perform intermediate speech acts and use higher level conversation management skills for academic and everyday non-academic communication.

**Assessment\*:** Two assessment tools were used. (1) Students performed in-class role-plays demonstrating appropriate language functions and speech acts. Student performances were rated using a standardized rubric. (2) Students worked in pairs at home to create and record role-plays based on given scenarios. The recordings were assessed using a standardized rubric. Students were assessed 6 times throughout the semester.

**Rubric:**

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Given a situation, student can identify necessary language functions and performs appropriate speech acts using clear pronunciation, a broad range of vocabulary, and correct grammar. Speaking is fluent and goes beyond rehearsed expressions	Performs appropriate speech acts in most situations. Uses a fairly broad range of vocabulary. Occasional grammatical and/or pronunciation errors usually do not lead to miscommunication. Few hesitations.	Demonstrates adequate but still uneven handling of speech acts. Performs some acts well while having problems with some others. Speaking is limited to easier rehearsed expressions and vocabulary. Some hesitations. Grammatical and/or pronunciation errors sometimes cause comprehensibility problems.	Demonstrates minimal development of speaking skills. Often uses inappropriate vocabulary for the required speech acts. Speaking is slow and labored. Grammatical and/or pronunciation problems lead to frequent miscommunication.	Even when given specific directions, student cannot perform speech acts appropriate to the situation. Severe pronunciation problems, incorrect choice of vocabulary, and/or many grammatical errors make student's speaking incomprehensible.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

**Data\*:** 4 sections offered in Spring 2015; data available for 1 section assessed for SLO #2; 22 students assessed. (In another section of the course SLO #3 was assessed instead)

The percentages below reflect 2 dropout students (8.33%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	62.5%	20.83%	8.33 %	0%	0%

### Analysis and Interpretation:

- Not counting the students who dropped out, the percentage of the remaining students who scored “adequate “or better was 100%. In previous assessment cycles, the following results were recorded: Spring 2013 – 68.3%, Fall 2013 – 97.9%, Spring 2014 – 94.6%, Fall 2014 – 87.24. Students have performed acceptably well since Fall 2013.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations were as follows: (1) Performing impromptu speech acts is challenging for most students. Increasing the number of non-graded practice activities should help them feel more confident and achieve better results. (2) Increasing the number of non-graded practice activities where students record their conversations should boost the language accuracy levels as students usually create written scripts of their conversations, which they then read out loud. That gives them extra time to choose appropriate vocabulary and grammar as well as to improve their pronunciation. The recommendations were implemented in Fall 2013 by increasing the number of practice assignments by 1-2 per thematic unit. This seems to have resulted in scores that have been higher than before the implementation.

### Recommendations for Improvement:

(Process)

No recommendations here.

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## Assessment Report Template 2015

(Results)

The recommendations will stay in place and success rates will be monitored.

### Resource Needs:

No new resources requested at this time

### **ESL 246 PRONUNCIATION OF AMERICAN ENGLISH: LEVEL 1- FALL**

**SLO number and text:** 1. Recognize and discriminate between American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.

**Assessment\*:** Students listened to sentences containing minimal pairs of words such as “feet/fit,” and they selected the word that they heard. Students listened to sentences and identified stress and intonation patterns. Students were assessed 7 times throughout the semester.

### Rubric:

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Recognizes and accurately discriminates most American speech sounds and basic stress and intonation patterns.	Recognizes and accurately discriminates the majority of American speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that student occasionally cannot identify or	Recognizes and accurately discriminates American speech sounds and basic stress and intonation patterns at least 70% of the time.	Recognizes and accurately discriminates some American speech sounds and basic stress and intonation patterns, but there are major inconsistencies in student's pronunciation recognition skills.	Recognizes and accurately discriminates few or no American speech sounds or basic stress and intonation patterns.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

	distinguish.			
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**Data\*:** 3 sections offered in Fall 2014; 2 sections assessed; 42 students assessed.  
(In another section of the course SLO #3 was assessed instead)

Score	4	3	2	1	0
Percent	15.91%	36.36%	25.0 %	22.73%	0%

### Analysis and Interpretation:

- The percentage of students achieving “adequate “or better was 77.27%.The result is very similar to the average 78.3%. achievement rate in the 2013- 2014 academic year. A pronunciation course is more “technical” than other ESL classes as students have to analyze language from a point of view they are frequently not used to, and they need to use unfamiliar concepts and terminology. Some students find this approach to language study challenging.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations included encouraging students to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Individualized instruction that is based on ample teacher feedback does make a difference, especially for students who have serious problems with their pronunciation.

### Recommendations for Improvement:

(Process)

No recommendations here.

(Results)

Continue to recommend that students with significant problems in pronunciation take advantage of additional out-of-class resources in

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



the ESL Center, the LAC, and from instructors during office hours.

**Resource Needs:**

No new resources requested at this time.

**ESL 246 PRONUNCIATION OF AMERICAN ENGLISH: LEVEL 1 - SPRING**

**SLO number and text: 2.** Produce correct American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.

**Assessment\*:** Students read out loud and recorded short dialogs, passages, and sentences that target specific speech sounds and/or stress and intonation features of American pronunciation. The assessment was done 4 times throughout the semester.

<b>4= Mastery</b>	<b>3= Accomplished</b>	<b>2= Adequate</b>	<b>1= Developing</b>	<b>0= Inadequate</b>
Accurately produces most American speech sounds and basic stress and intonation patterns.	Accurately produces the majority of American speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that student occasionally cannot control.	Accurately produces American speech sounds and basic stress and intonation patterns at least 70% of the time.	Accurately produces some American speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation.	Accurately produces few or no American speech sounds or basic stress and intonation patterns.

**Rubric:**

**Data\*:** 2 sections offered in Spring 2015; 2 sections assessed; 44 students assessed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

Score	4	3	2	1	0
Percent	28.57%	30.95%	19.05 %	7.14%	2.38%

### Analysis and Interpretation:

- The percentage of students achieving “adequate “or better was 78.57%. The rate was 86.7% in the 2013-2014 academic year. The data need to be monitored to see if the drop is a normal fluctuation caused by uneven students’ skills or effort.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations included encouraging students to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Individualized instruction that is based on ample teacher feedback does make a difference, especially for students who have serious problems with their pronunciation.

### Recommendations for Improvement:

(Process)

No recommendations here.

(Results)

Continue to recommend that students with significant problems in pronunciation take advantage of additional out-of-class resources in the ESL Center, the LAC, and from instructors during office hours.

### Resource Needs:

No new resources requested at this time.

For each course in your area, please complete an entry for at least one SLO.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ESL 410A BASIC ESL GRAMMAR REVIEW**

**SLO number and text:** 1. Students will be able to write grammatically correct sentences following the rules of basic coordination and sentence word order. (The course has only one SLO, which is assessed every semester.)

**Assessment\*:** Students took several grammar quizzes throughout the semester and a final test at the end to demonstrate their ability to write and/or complete sentences using target grammatical structures correctly.

**Rubric:**

4= Mastery	3= Accomplished	2= Adequate	1= Developing	0= Inadequate
Sentences are grammatically correct at least 90% of the time.	Sentences are grammatically correct at least 80% of the time.	Sentences are grammatically correct at least 70% of the time.	Sentences are grammatically correct at least 60% of the time.	Sentences are grammatically correct less than 60% of the time.

**Data\*:** 2 sections offered in Fall 2014 and 1 section offered in Spring 2015; all three sections assessed for this SLO; 54 students assessed. The percentages below reflect 18 dropout students (25%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	20.83%	20.83%	22.22 %	6.94%	4.17%

**Analysis and Interpretation:**

- Not counting the students who dropped out, the percentage of the remaining students who scored “adequate “or better was 85.18%. No data are available for the previous assessment cycles. The achievement level is quite high for the reporting period. One minor problem in this course is the fact that some students are “overqualified,” having taken ESL 33B or 33A, and some are really low in their grammar skills. The course does not have any prerequisites, so any students can register

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### **Closing the Loop (Reflections on previous Recommendations):**

There were no previous recommendations.

### **Recommendations for Improvement:**

(Process)

No recommendations here.

(Results)

The ESL faculty needs to work with counseling to ensure proper placement into this course.

Develop a common assessment tool.

### **Resource Needs:**

No new resources requested at this time.

### **Course number and title: ESL 420 LEVEL 1 Grammar & Writing SPRING & FALL**

**SLO number and text: 1:** Using process techniques, students will write a basic paragraph developing a single idea with a clear beginning, middle and end.

**SLO number and text: 2:** Students will use correct grammar and vocabulary for this level.

**Assessment\*:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed

### **Rubric:**

### **Data\*:**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

SLO 1: 1 section was assessed in Fall 14

Score	4	3	2	1	0
Percent (20 students)	15%	5%	35 %	35%	10%

SLO 2: 1 section was assessed in Spring 15

Score	4	3	2	1	0
Percent (13 students)	46%	8%	15 %	15%	15%

### **Analysis and Interpretation:**

This section should include a discussion about

- reasons for student performance, both good and bad. Whether student performance satisfactory.
- the appropriateness of the assessment tool—whether it aligns with the stated outcome (validity), if the rubric is satisfactory, etc.

### **Closing the Loop (Reflections on previous Recommendations):**

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

### **Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**ESL 422: Level 2 Grammar and Writing – Fall and Spring**

**SLO 1:** Using process techniques, students will be able to write a paragraph developing a single idea with a clear beginning, middle, and end.

**SLO 2:** Students will use correct grammar, vocabulary, and sentence structure for this level to communicate basic information.

**Assessment\*:** Various forms of paragraph (descriptive, listing order, instructions, stating reasons, and opinion) writing were assessed

**Rubric:**

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate</b>
<b>Content/Organization</b>  <b>40%</b> <ul style="list-style-type: none"><li>• Main Idea and Support</li><li>• Pattern of development</li><li>• Unity and coherence</li></ul>	Addresses the task with clear evidence of critical thinking  Main idea developed fully with relevant details  Effective pattern of logical development  Consistently unified with a variety of transitions	Addresses the task with some evidence of critical thinking  Main idea developed with some relevant details  Clear pattern of logical development  Clearly unified with effective transitions	Addresses the task with limited evidence of critical thinking  Main idea somewhat developed with adequate details  Apparent pattern of logical development  Adequately unified with some use of transitions	Addresses the task with little evidence of critical thinking  Incomplete development of main idea  Pattern of development not clear  Little sense of unity and use of transitions	Task is addressed briefly or not at all, with no evidence of critical thinking  No support for main idea  No pattern of development  No sense of unity or use of transitions

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

<b>Grammar/Vocabulary</b>  <b>60%</b>  <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Grammar</li> <li>Word choice and forms</li> </ul>	Fluency with sentence structure including simple and compound sentences & some subordination	Few errors in sentence structure, which do not interfere with meaning	Some errors in sentence structure, which do not interfere with meaning	Significant errors in sentence structure	Many serious errors in sentence structure
	Good control of simple and progressive tenses and common modals	Mostly good control of simple and progressive tenses and common modals	Some errors in tense that do not interfere with meaning	Significant errors in level appropriate verb tenses that interfere with meaning	Little or no control of level appropriate verb tenses
	Varied vocabulary with consistent use of correct word forms	Some varied vocabulary with generally correct use of word forms	Limited vocabulary with some errors in word form, which do not interfere with meaning	Frequent vocabulary and word form errors that interfere with meaning	Limited vocabulary and frequent mistakes word forms that interfere with meaning

### Data\*:

7 sections offered in Fall 2014; 7 sections offered in the Spring 2015

	Score	4	3	2	1	0
Fall 2014 SLO #1	0- no students assessed	--	--	--	--	--
Spring 2015 SLO #2	22 students	18%	36%	27%	18%	0%

### Analysis and Interpretation:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

Because so few students were assessed, there is insufficient data to draw conclusions about the outcomes.

### **Closing the Loop (Reflections on previous Recommendations):**

Assessment is now mandatory which will yield actual results for the following year.

### **Recommendations for Improvement:**

Restore repeatability.

Develop a common assessment instrument.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



## Assessment Report Template 2015

Uniform instructions on eLumen and assessment completions needed to complete course assessments. A 100% reassigned time position as a common assessment coordinator is requested to aid faculty members in the department.

### **Resource Needs:**

A working copy machine to allow faculty to make photocopies

A retreat or flex day opportunity to allow for curriculum development and assessment planning

### **Course number and title: ESL 446 Effective Speaking and Listening (Fall 2014)**

**SLO number and text:** 1. Demonstrate understanding of spoken English in low-intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.

**Assessment\*:** This was a unit test from the publisher. The listening section of this unit test had two parts. One part was a simplified lecture in an academic setting, and the other part was an everyday conversation. A unit test was given every one and a half weeks.

### **Rubric:**

**0 Inadequate:** Demonstrated no evidence of understanding of spoken English in a simplified academic lecture and an everyday conversation.

**1 Developing:** Demonstrated minimal evidence of understanding of spoken English in a simplified academic lecture and an everyday conversation.

**2 Adequate:** Demonstrated basic understanding of spoken English in a simplified academic lecture and an everyday conversation.

**3 Accomplished:** Demonstrated clear understanding of spoken English in a simplified academic lecture and an everyday conversation.

**4 Mastery:** Demonstrated excellent understanding of spoken English in a simplified academic lecture and an everyday conversation.

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

How many students were assessed? 21

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

Score	4	3	2	1	0
Percent	42.9 %	33.3 %	4.8 %	19 %	0 %
21students)	9	7	1	4	0

### Analysis and Interpretation:

- The students who scored high were the ones that paid attention and took notes when necessary. They were also willing to participate. Some students scored poorly because they arrived late to class and did not want to participate. Others scored poorly because they were not ready for this level from the beginning of the semester.
- The tests from the publisher are an appropriate assessment tool because they align with the stated outcome. The rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

### Recommendations for Improvement:

Should the SLO be revised? No need

Should the rubric be revised? No need

Should the assessment tool be revised? No need

Can you suggest any pedagogical changes? No

Can you suggest any course content changes? No

What are performance goals for future assessment cycles?

### Resource Needs:

Can you identify any resource needs based on this assessment cycle? No

**Course number and title:** ESL 446 Effective Speaking and Listening (Spring 2015)

**SLO number and text:** 2. Perform low-intermediate speech acts and use basic conversation management skills for academic and everyday non-academic communication.

**Assessment\*:** Students wrote a conversation of two or three characters using the theme and the vocabulary from performed the conversation with their chosen partner(s).

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

### Rubric:

**0 Inadequate:** Demonstrated no evidence of understanding of spoken English in a simplified academic lecture and an everyday conversation.

**1 Developing:** Demonstrated minimal evidence of understanding of spoken English in a simplified academic lecture and an everyday conversation.

**2 Adequate:** Demonstrated basic understanding of spoken English in a simplified academic lecture and an everyday conversation.

**3 Accomplished:** Demonstrated clear understanding of spoken English in a simplified academic lecture and an everyday conversation.

**4 Mastery:** Demonstrated excellent understanding of spoken English in a simplified academic lecture and an everyday conversation.

**Data\*:** Please indicate the number of **courses** and **sections** that were offered as well as the number of courses and sections that were assessed.

How many students were assessed? 11

Score	4	3	2	1	0
Percent	18.18 %	27.27 %	27.27 %	27.27 %	0 %
(## students)	2	3	3	3	0

### Analysis and Interpretation:

- The students who scored high volunteered to participate in the in-class practice conversations. Some students scored poorly because they did not fully participate in the practice conversation. Others scored poorly because they were not ready for this level from the beginning of the semester.
- The assignments from the textbook were an appropriate assessment tool because they were aligned with the stated outcome. The rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

### Recommendations for Improvement:

Should the SLO be revised? No need

Should the rubric be revised? No need

Should the assessment tool be revised? No need

Can you suggest any pedagogical changes? No

Can you suggest any course content changes? No

What are performance goals for future assessment cycles?

### Resource Needs:

Can you identify any resource needs based on this assessment cycle? No

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: ESL 456 Basic Speaking and Listening**

**SLO number and text: 1.** Demonstrate aural understanding of short conversations, directions, narratives, and descriptions dealing with basic daily topics and/or elementary American cultural traditions and norms.

**Assessment\*:** Students listened to a variety of conversations, directions, narratives, and descriptions and completed listening comprehension exercises in their textbooks and/or on tests/quizzes to check their understanding of spoken English. The assessment tool was used four times throughout the semester.

**Rubric:**

<b>4= Mastery</b>	<b>3= Accomplished</b>	<b>2= Adequate</b>	<b>1= Developing</b>	<b>0= Inadequate</b>
Demonstrates very good understanding of level appropriate oral text that contains longer and shorter sentences and approaches natural speed. Can distinguish main ideas and details. Can answer questions about the topic, location, time, identity of the speakers and other details in the listening material. Usually no repetitions are necessary.	Demonstrates good understanding of level appropriate oral text with occasional misunderstanding of a few details. Listening once or twice is enough for understanding. Can answer most questions about the listening material.	Demonstrates adequate but still uneven understanding of level appropriate oral text that contains mostly short sentences and is spoken clearly and slowly. Identifies main ideas but misses quite a few details. Requires listening to the oral material two or three times in order to understand it.	Demonstrates minimal understanding of level appropriate oral text. Often misses main ideas and most details. Listening material must be very carefully articulated with long pauses. Requires several repetitions of the listening material.	Fails to demonstrate understanding of even short sentences except isolated words and phrases.

**Data\*:** 1section offered in Fall 2014; 1section assessed; 17 students assessed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

The percentages below reflect 2 students (10.53%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	21.05%	15.79%	31.58 %	10.53%	10.53%

### Analysis and Interpretation:

- The percentage of students achieving “adequate “or better was 68.42%. This is a significant drop from the average 92.5% achievement in the 2013- 2014 school year. Data needs to be monitored over the next few semesters to see if the drop is an aberration or the result of students’ uneven skill levels from semester to semester or some other variables.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations included increasing the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve higher levels of achievement. The recommendation was implemented by adding 1-2 practice activities to each unit of instruction. It did not seem to make a difference in Fall 2014 although it did have a small positive effect in the previous assessment cycle.

### Recommendations for Improvement:

(Process)

No recommendations here.

(Results)

Even though this course is the lowest level of Listening/Speaking classes in the credit ESL department, many students who come over from non-credit programs or who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class, even at this low level, imposes on them. There are still occasional problems

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

with students being misplaced in classes that are either too high or too low for them. The ESL faculty needs to continue the dialog with counseling

### **Resource Needs:**

No new resources requested at this time.

services to ensure students register for classes that are most beneficial to them.

### **Course number and title: ESL 456 Basic Speaking and Listening**

**SLO number and text: 2.** Use elementary vocabulary and intelligible pronunciation to produce spoken requests, basic courtesies, dialogues, narratives, and descriptions dealing with daily topics and/or elementary American cultural traditions and norms.

**Assessment\*:** Two types of assessment were used. (1)Students performed in-class role-plays demonstrating the appropriate language functions and speech acts. (2)Students were presented with prompts that required them to produce short narratives and descriptions. This assessment tool was used four times throughout the semester.

### **Rubric:**

<b>4= Mastery</b>	<b>3= Accomplished</b>	<b>2= Adequate</b>	<b>1= Developing</b>	<b>0= Inadequate</b>
Uses level-appropriate vocabulary with ease. Can sustain at least 2 minutes of narratives and descriptions on daily topics. Participates meaningfully in level-appropriate dialogues and can initiate requests. Uses correctly elementary	Uses correct vocabulary most of the time. Can produce fairly comprehensible narratives and descriptions of 1-2 minutes in length. Participates in dialogues and usually follows conventional courtesies. Can initiate many basic requests.	Vocabulary is adequate to talk in simple ways about daily topics, but occasional limitations cause some comprehension problems. Performance is uneven. Can produce narratives and descriptions of about 1 minute in length. Uses only some	Struggles to express basic ideas in English. Still relies on native language to fill in the gaps. Frequently uses wrong words. Can produce only a few very short sentences while talking about daily topics. Has problems participating in dialogs and	Vocabulary is minimal, limited to isolated words. Frequently reverts to native language to fill vocabulary gaps in English. Sentences are limited to very few words, often spoken with long pauses and/or repetitions. Student is largely incomprehensible due to limited vocabulary and frequent pronunciation

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

American courtesies.		minimal courtesies.	making requests. Can be understood only with significant effort.	mistakes.
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**Data\*:** 1section offered in Spring 2015; 1section assessed; 18 students assessed.

The percentages below reflect 5 students (21.74%) marked N/A in eLumen.

Score	4	3	2	1	0
Percent	0.00%	21.74%	8.70 %	30.43%	17.39%

### Analysis and Interpretation:

- The percentage of students achieving “adequate “or better was 30.44%.This is a significant drop from the average 58.1%. achievement in the 2013- 2014 school year. Data needs to be monitored over the next few semesters to see if the drop is an aberration or the result of students’ uneven skill levels from semester to semester or some other variables.
- The assessment tool aligns with the stated outcome and the rubric is satisfactory.

### Closing the Loop (Reflections on previous Recommendations):

Previous recommendations included increasing the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve higher levels of achievement. The recommendation was implemented by adding 1-2 practice activities to each unit of instruction. It did not seem to make a difference in Spring 2015.

### Recommendations for Improvement:

(Process)

No recommendations here.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Assessment Report Template 2015

### (Results)

Even though this course is the lowest level of Listening/Speaking classes in the credit ESL department, many students who come over from non-credit programs or who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class, even at

#### **Resource Needs:**

No new resources requested at this time.

For each course in your area, please complete an entry for at least one SLO.

this low level, imposes on them. There are still occasional problems with students being misplaced in classes that are either too high or too low for them. The ESL faculty needs to continue the dialog with counseling services to ensure students register for classes that are most beneficial to them.

### **Course number and title: ESL 460 READING LEVEL 1**

**SLO number and text: 2:** Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.

**Assessment\*:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO. When/how frequently were students assessed

Students took a unit reading exam for which they were given new material and instructed to use pre-reading skills to answer questions about the contents.

**Rubric:** None

**Data\*:**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent	17.6%	35%	12 %	17.6%	17.6%

### **Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



## Assessment Report Template 2015

This section should include a discussion about reasons

Students who succeeded on the SLO were those who attended every class, did the assignments, and actively participated in all aspects of the course, including keeping regular hours in the Reading Lab. Most of them were concurrently enrolled in ESL 420 and as a result had significantly more contact with the target language.

Students who scored poorly were generally those who entered the class at a very low level and struggled throughout the semester. Most were new students who taking only ESL 460 because there was no other level one courses open when they registered. The lack of other language instruction had a negative impact on their progress.

- The tool has both content and face validity

### **Closing the Loop (Reflections on previous Recommendations):**

Briefly discuss the impact of any changes made since the last time this SLO was assessed. Did improvements/changes have the desired effect?

### **Recommendations for Improvement:**

Students at this level should be encouraged to enroll in other level one courses as they need to maximize their contact with English.

Restore repeatability!

Develop a common assessment instrument.

**Resource Needs:** None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## 2015 Annual Assessment Report - Composition Program

### English 1A: Reading and Composition

**SLO 2:** Read critically by summarizing, analyzing, synthesizing, and evaluating college-level texts.

**Assessment\*:** Students were asked to write a 7-10 page research paper.

#### **Rubric:**

0: Inadequate: Demonstrated no ability to summarize, analyze, synthesize, or evaluate college level texts.

1: Developing: Demonstrated minimal ability to summarize, analyze, synthesize, or evaluate college level texts.

2: Adequate: Demonstrated satisfactory ability to summarize, analyze, synthesize, or evaluate college level texts.

3: Accomplished: Demonstrated successful ability to summarize, analyze, synthesize, or evaluate college level texts.

4: Mastery: Demonstrated original and insightful ability to summarize, analyze, synthesize, or evaluate college level texts.

#### **Data\*:**

ENG 1A      SLO2      (5 of 190 sections)

Score	4	3	2	1	0
Percent (42 students)	2%	36%	43%	19%	0%

#### **Analysis and Interpretation:**

81% of students scored “Adequate” or above on this assessment, which we are very pleased with. Assignments such as annotated bibliographies helped students to understand and evaluate their sources.

#### **Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

#### **Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

We recommend revising the SLO, as we feel it includes too many actionable verbs. We recommend an SLO that is more focused. Because the SLO is a compound SLO, the rubric does not begin with an actionable verb, which makes it hard to assess.

We recommend revising the rubric to match the revised SLOs so that the descriptors are less vague. The assessment tool could be appropriate to some revised SLOs because a research paper requires students to combine all of the reading strategies addressed by the SLO. However an assessment such as an annotated bibliography may apply more specifically to certain SLOs.

A pedagogical change we could make is to allow more time in class to read articles and discuss and evaluate them as sources.

Our performance goals for future assessment cycles are:

1. Raise the percentage of students who can achieve “Accomplished” or above.
2. Raise the percentage of students who are able to evaluate sources adequately.

#### **Resource Needs:**

We recommend more opportunities for faculty collaboration and sharing in order to develop assessments that apply to individual SLOs more specifically. We also recommend a dedicated computer lab for the English department. Also, we recommend a laptop cart.

#### **English 1AH**

**SLO number and text: SLO #1: Write cogent, well-developed arguments that clearly articulate a thesis supported by textual evidence.**

**Assessment\*:** Research paper in which students were asked to research and take a position on a controversial issue raised by Thomas Friedman in his work *The World Is Flat*. A cogent, well-developed argument was the core of the paper.

#### **Rubric:**

- 0: Inadequate: No argument present.
- 1: Developing: Incomplete and/or poorly developed argument.
- 2: Adequate: Thesis is present, if marginally argumentative
- 3: Accomplished: Clear, competent thesis developed.
- 4: Mastery: Commanding, thought-provoking thesis developed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (25 students)	16%	40%	32 %	0%	12%

**Analysis and Interpretation:**

As the course assessed was an Honors course, the number of high level scores on this assignment was in line with expectations. The students performed at a high level in developing cogent arguments and chose more challenging topics from the start of the process. They benefited from the scaffolded nature of the assignment and all who submitted received an adequate score. The three who did not meet expectations did not turn in the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

This was the first time this particular SLO was assessed. In the future, Honors courses should be compared to the entire program to see how the entire 1A group can benefit from learning the skills of our Honors students.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The results were satisfactory as about 60% had the two highest levels for this SLO. Even if the entry level student was more advanced, methods applied to this Honors course can be transferred to all other courses to improve performance.

**Resource Needs:**

Development of a program in which Honors students act as mentors for other students could be considered. A computer lab for professors to use to help with research could be developed. More office hours for adjuncts could be added so they have more contact with struggling students.

**English 1AH**

**SLO number and text: SLO #5: Use effective strategies for pre-writing, composing, and revising of essays.**

**Assessment\*: Submission of an outline for the research paper, an outline which was then revised into the full paper the following week.**

**Rubric:**

- 0: Inadequate: No strategies utilized.
- 1: Developing: Incomplete and/or poorly utilized strategies for pre-writing and revision.
- 2: Adequate: Marginally effective strategies utilized.
- 3: Accomplished: Clear, competent strategies utilized.
- 4: Mastery: Commanding use of pre-writing and revising strategies.

**Data\*:**

Score	4	3	2	1	0
Percent (25 students)	36%	16%	24%	8%	16%

**Analysis and Interpretation:**

These results were among the strongest in 2014-15 for the four SLOs assessed: over half received the two highest scores. Obviously, expectations were conveyed clearly and students were able to meet them. The four who did not failed to submit the assignment.

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

This was the first time this particular SLO was assessed. In the future, Honors courses should be compared to the entire program to see how the entire 1A group can benefit from learning the skills of our Honors students.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Continue using this assignment as it brought stronger results on a key 1A paper and led to less procrastination by students in the course.

### **Resource Needs:**

Development of a program in which Honors students act as mentors for other students could be considered. A computer lab for professors to use to help with research could be developed. More office hours for adjuncts could be added so they have more contact with struggling students.

### **English 1B: Reading and Composition with Literature**

**SLO #1:** Demonstrate knowledge of the elements of major literary genres, including the relationship of style, form and characters to meaning.

### **Assessment\*:**

Students were assessed on in-class essays that required them to analyze the literary techniques of either a poem or a short story.

### **Rubric:**

**0: Inadequate:** Demonstrated no understanding of the genre(s) by failing to identify or analyze any elements or relationships that contribute to meaning.

**1: Development:** Demonstrated minimal understanding of the genre(s) by identifying without discussing or analyzing elements or relationships that contribute to meaning.

**2: Adequate:** Demonstrated understanding of the genre(s) by discussing basic elements and relationships that contribute to meaning.

**3: Accomplished:** Demonstrated firm understanding of the genre(s) by successfully analyzing key elements and relationships that contribute to meaning.

**4: Mastery:** Demonstrated excellent understanding of the genre(s) by thoroughly analyzing sophisticated elements and relationships that contribute to meaning.

### **Data\*:**

Score	4	3	2	1	0
Percent (61 students)	38%	41%	15 %	6%	0%

### **Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



The majority of students assessed scored a three or above. Adequate practice and feedback, combined with modeling and mixed media delivery, provided students with the skills necessary to demonstrate knowledge of the elements of either a short story or poem, and indicate an understanding of the relationship of style, form, and characters, to meaning.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

English 1B has a high success rate. However, it is recommended that instructors encourage students to use office hours, ask more questions in class, and spend significant time out of class practicing literary explication so as to be prepared for in-class essays. However, more class time per week would allow students to further appropriate the skills necessary to determine genre and other formal facets of literature. Thus, it is recommended that the unit value of English 1B increase from four to five units in order to provide students more time to develop their writing skills with the professorial support necessary for achieving all outcomes of the course.

**Resource Needs:**

More contact time with students.

**ENG 1B: Reading and Composition**

**SLO 2:** Recognize critical methodologies and how they contribute to interpretation.

**Assessment\*:** Students were asked to read multiple critical articles and then write a paper on a literary text that integrated the critical articles.

**Rubric:**

0: Inadequate: Demonstrated no ability to recognize critical methodologies or how they contribute to interpretation.

1: Developing: Demonstrated minimal ability to recognize critical methodologies or how they contribute to interpretation.

2: Adequate: Demonstrated basic ability to recognize critical methodologies or how they contribute to interpretation.

3: Accomplished: Demonstrated strong ability to recognize critical methodologies or how they contribute to interpretation.

4: Mastery: Demonstrated excellent ability to recognize critical methodologies or how they contribute to interpretation.

**Data\*:**

ENG 1B      SLO2      2 total      (4 of 77 sections)

Score	4	3	2	1	0
Percent (47 students)	34%	32%	21%	0%	13%

**Analysis and Interpretation:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

87% of students scored “Adequate” or above on this assessment, which we are very pleased with. Performance is high because 1 section is an honors class, so students do more in-depth work. Assessments were also done at the end of the semester, so students had more time to develop their skills.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

We recommend revising the SLO to use a more actionable verb.

We recommend revising the rubric to use more actionable verbs.

The assessment tool is strong and does not need to be revised. It asks students to read critical articles and integrate them into their papers.

A pedagogical change we could make is to allow more time to discuss the critical methodologies before being asked to integrate them into their papers. Students could benefit from more introductory information about critical theories.

Our performance goals for future assessment cycles are:

1. Raise the percentage of students who can achieve “Accomplished” or above.
2. Raise the percentage of students who can summarize and analyze critical methodologies.

**Resource Needs:**

We recommend more opportunities for 1B students to use the writing center. We recommend workshops and training for 1B students that are focused on analyzing and interpreting literature. We could consider developing a tutoring program where students have passed 1B with a B or better could work with current students.

**Course number and title: (Example: English 1C: Critical Thinking and Argument)**

**SLO number and text:**

**SLO #1:** Write a research-based essay employing a variety of rhetorical modes and utilizing critical thinking strategies, which include constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**Assessment\*:**

In two different courses student were assessed on a research paper assignment. In another course, students were assessed on their first essay assignment, a five to six paged paper that required them to use at least four scholarly readings an include a counterargument and rebuttal.

**Rubric:**

**0: Inadequate:** Demonstrated no ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**1: Developing:** Demonstrated minimal ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**2: Adequate:** Demonstrated basic ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**3: Accomplished:** Demonstrated advanced ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**4: Mastery:** Demonstrated superior ability to write research-based essays employing a variety of rhetorical modes or utilizing critical thinking strategies, including constructing claims, examining alternative points of view, analyzing evidence, explaining assumptions, and drawing conclusions.

**Data\*:**

Score	4	3	2	1	0
Percent (87 students)	21%	39%	27 %	12%	1%

**Analysis and Interpretation:**

The compiled data from the SLO assessment reports indicate that comprehensive practice through small group support, class discussions, and debate, as well as short, preliminary writing assignments led to student success with research- based essays that employ a variety of rhetorical modes.

The students who performed subpar did not present clear arguments, counterarguments, or rebuttals as a result of entering into English 1C without the writing skills necessary for success in the course.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Increase the unit value of 1A, 1B, and 1C from four to five units in order to provide students more time to develop their writing skills with the professorial support necessary for achieving all outcomes of English 1C. Furthermore, providing further instruction on research methodologies and analysis of source material, as well as more immediate feedback on minor writing assignments leading up to major papers, is recommended for increased success rates.

**Resource Needs:**

More contact time with students.

**English 1C: Critical Thinking and Argument**

**SLO number and text:**

**SLO # 2:** Research and Evaluate primary and secondary sources, both paper and electronic, and correctly integrate these sources into written work.

**Assessment\*:**

Students were asked to discuss a controversial issue related to comics/the history of comics and/or to trace the development of a hero/villain in an argumentative/illustrative research paper. Students were assigned to locate at least eight distinct print and electronic sources, evaluate them, and integrate them into their papers.

**Rubric:**

**0: Inadequate:** No sources integrated or utilized.

**1: Development:** Sources incompletely integrated and utilized.

**2: Adequate:** Sources utilized acceptably, often marginally so.

**3: Accomplished:** Sources utilized competently and regularly.

**4: Mastery:** Sources utilized commandingly.

**Data\*:**

Score	4	3	2	1	0
Percent (28 students)	11%	46%	32 %	0%	11%

**Analysis and Interpretation:**

The results of this assessment confirmed that the subject/theme of heroes/villains worked well with the students. Eighty-nine percent of students selected sources and incorporated them into their written work at a level of adequate or better. This means that they were able to research, evaluate, and integrate sources into their written work. However, eleven percent of students were completely inadequate in achieving SLO #2.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO was assessed for the first time during the Fall 2014.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

It is recommended that instructors spend a brief amount of time reviewing research methods, evaluation techniques, and source integration; however, it is expected that these skills are initially taught and developed in lower level composition courses.

**Resource Needs:**

None.

**Course number and title: (English 1C: Critical Thinking and Argument); 3 out of 38 sections assessed.**

**SLO number and text:**

SLO #5: Interpret and appraise the cultural, social, and historical contexts of texts from a variety of disciplines.

**Assessment\*:** Students were assessed on research-based essays in two sections; one section assessed students' achievement of the outcome through quizzes of reading material.

**Rubric:**

**0: Inadequate:** Demonstrated no ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**1: Development:** Demonstrated minimal ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**2: Adequate:** Demonstrated basic ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**3: Accomplished:** Demonstrated advanced ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**4: Mastery:** Demonstrated superior ability to interpret or appraise the cultural, social, or historical contexts of texts from a variety of disciplines.

**Data\*:**

Score	4	3	2	1	0
Percent (90 students)	41%	33%	9%	10%	7%

**Analysis and Interpretation:** 83% students scored Adequate or better because they were asked to form study groups to meet and discuss texts outside of class. However, students who did not meet outside of class tended to fall into the Developing or Inadequate category. Student achievement with SLO #5 also is due to extensive practice

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



with analysis and evidence gathering. In addition, students benefitted from exposure to model paragraphs. When students scored Developing or Inadequate, they may not have been prepared for English 1C.

**Closing the Loop (Reflections on previous Recommendations):**

This course SLO #5 has not been assessed before fall 2014.

**Recommendations for Improvement:**

SLO #5 should be revised to clarify the outcome. In addition, students may benefit from supplemental instruction in the form of weekly workshops led by master students who succeeded in English 1C. Through these workshops, they can practice those interpretative skills on an individualized basis.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Resource Needs:** Stipends for master students to lead weekly workshops and for a full-time faculty member to oversee the program.

## **English 100 Reading and Writing Skills**

### **SLO number and text:**

1. Write coherent, developed, and clearly constructed thesis-driven in-class and out-of-class essays using a variety of rhetorical approaches;

### **Assessment\*:**

Students were asked to write a literary analysis of the *Madonnas of Echo Park* by responding to a book review claim. Faculty evaluated the students' thesis statements and support based on the rubric below.

Students wrote in-class essays on the film *Edward Scissorhands*. For this essay, they needed to cause and effect as they had to argue one reason why the main character is an outcast and 2 effects of the character being an outcast.

This assessment was based on Essay #3, in which the students watched a documentary called *The Garden* and then wrote a thesis-driven essay to analyze the documentary's rhetorical appeals and argue whether or not the core claim of the film was valid and which evidence was most convincing.

Students wrote 4-6 page essays that required them to use at least 5 readings. In these essays, students developed analytical literacy narratives, which incorporated both independent scholarly research and class readings.

Students wrote a research paper about an issue raised by Eric Schlosser in *Fast Food Nation*. In the process, they were asked to develop a thesis-driven essay with coherent use of examples and an article they found on the EBSCO Host database.

### **Rubric:**

- 0: Inadequate
- 1: Developing
- 2: Adequate
- 3: Accomplished
- 4. Mastery

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
150 students total	31	50	47	17	5
Percent	20.67%	33.33%	31.33%	11.33%	3.33%

**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 6 courses were assessed. 85.33% of the assessed students scored adequate or above, which meets the learning outcome goal.

This percentage shows that the scaffolding, journal, and formative assessments were effective, and thus we should continue to implement them.

However, 14.66% did not meet the outcome, which suggests that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Because 14.66% did not meet the outcome, suggesting that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome, individual student conferences or collaborative assignments could benefit those students.

**Resource Needs:**

Based on the data, we recommend faculty professional development for faculty assessment training.

**English 100 Reading and Writing Skills**

**SLO number and text:**

2. Use effective strategies for pre-writing, composing, and revising of essays, both in and out of class.

**Assessment\*:**

I assigned an essay on the book Outliers. I asked the students to write a 3-5 page essay in which they highlighted some of the major flaws Gladwell pointed out about how we as a society misdiagnose what makes a successful person successful. This was an out-of-class essay. I also wanted the students to elaborate on the prescriptions that Gladwell makes to enhance the opportunities all members of society have in order to achieve success. The essay was assigned at the 12-week point of the semester.

Students were given instructions and practiced in class and at home, preparing various types of pre-writing documents, outlines, and drafts. They had exercises in revising with examples and revised their own work in class for essays and at home for their research papers. Grades were assigned for 1 in-class essay revision prior to mid-term. Grades were assessed for a draft outline, draft introduction, and a full draft plus the revision of the research paper.

**Rubric:**

**Data\*:**

Score	4	3	2	1	0
Percent (68 students)	9 13.24%	20 29.41%	25 36.76%	7 10.29%	7 10.29%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 4 courses were assessed. 79.41% of the assessed students scored adequate or above, which meets the learning outcome goal. This percentage shows that encouraging the idea that writing should be viewed a recursive process rather than as a final product has benefitted students. These percentages also indicate that SLOs 1 and 2 are working hand-in-hand.

However, 20.58% did not meet the outcome, which suggests that faculty need to better review the formative assessments to catch those students who may be struggling to meet this outcome.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Based on the 20.58% who did not meet the outcome, we recommend that faculty include more self-assessments and peer review to help lessen the fear associated with grading.

**Resource Needs: None**

**English 100**

**SLO number and text:**

6. Document sources (print, electronic, and other) in MLA format.

**Assessment\*:**

After reading “Unspeakable Conversations” in *Acting Out Culture*, I had the students find at least seven sources that documented the obstacles that people who are physically and/or cognitively impaired faced in their lives. I then had them create an MLA formatted works cited page. In the subsequent essay that they wrote on the topics brought up in the aforementioned essay, I had them incorporate at least four of those sources into their 3-5 out-of-class essays.

Assessment was made after instruction and practice in class with multiple types of source citation. Correct citation methods and examples from their text were discussed. Students were given written instructions for appropriate sources, including required sources and had opportunities to have their works cited lists evaluated prior to final submission. Final assessment was made on the basis of the completed research paper.

**Rubric:**

- 0: Inadequate
- 1: Developing
- 2: Adequate
- 3: Accomplished
- 4. Mastery

**Data\*:**

68 students total

Score	4	3	2	1	0
Percent (68 students)	7 10.29%	26 38.23%	19 27.94%	6 8.82%	10 14.71%

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Analysis and Interpretation:**

Of \_\_\_\_\_ sections of English 100 taught, only 3 courses were assessed. 76.46 of the assessed students scored adequate or above, which meets the learning outcome goal. However, 8.82% did not meet the outcome, which suggests that faculty need to create and implement formative assessments to check for understanding prior to summative assessment. Faculty member of 1 section noted that 6 students did not turn in the assessment, which skewed the lower end of the data.

The following represents the individual faculty members' analysis and interpretation of the data:

On their Works Cited pages, 90% of the students scored adequate or above. This result indicates that instruction on MLA documentation was effective.

Of the fourteen students who submitted a completed research paper, 64% were able to provide adequate and better citations in proper MLA format. Unfortunately, 36% were unable to follow instructions or examples.

**Closing the Loop (Reflections on previous Recommendations):****Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



The number of assessed courses suggests the English Division needs to develop a system for higher percentage rate of compliance with SLO assessment so that data is more representative.

Because the lower end of the data represents assessment not turned in, faculty might collaborate on strategies to support student college skills such as time management and submitting assignments on a timely fashion.

**Resource Needs:**

Based on the data, we recommend

Encouraging student attending library citation workshop

Faculty professional development for faculty assessment training

**ENG 400: English Essentials**

**SLO 1:** Compose short in and out of class essay that develop and support a thesis.

**Assessment\*:** Students were asked to write a 4 paragraph essay responding to Herman Cain's statement, "If you're not rich, blame yourself." Students were asked to discuss whether they agree or disagree with the statement and explain why. I evaluated the essay based on the rubric below.

**Rubric:**

0: Inadequate: Student was unable to write an essay-length response that included, developed, or supported a thesis.

1: Developing: Student produced a somewhat coherent single paragraph length response or disjointed series of short paragraphs that did not support a main idea or thesis.

2: Adequate: Student produced a short essay that minimally developed and supported a thesis.

3: Accomplished: Student produced a successful short essay and included a clear thesis supported in sufficient detail.

4: Mastery: Student produced an excellent short essay that fully supported an insightful thesis.

**Data\*:**

Score	4	3	2	1	0
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Percent (19 students)	26%	32%	37% %	5%	0%
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**Analysis and Interpretation:**

This class did well on achieving SLO#1, with 95% of the class scoring “adequate” or above. Because the assignment provided so much direction and paragraphs were peer reviewed in class, the students were amply prepared to meet this SLO.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The SLO is solid and does not need to be revised. The rubric applies directly to the SLO by determining how students craft the thesis, as well as how the paragraphs support it. Although these results are fantastic, we wonder if there is too much “hand holding” and if the assignment may be too directive. In future semesters we will experiment with giving students more freedom to construct their thesis statements in their essays.

Our performance goals for future assessment goals are:

1. Provide more independence in writing the thesis statement.
2. Assist students in developing more complex thesis statements.

**Resource Needs:**

We recommend more writing workshops based on specific writing strategies, such as the thesis statement. This could be a joint effort between the English department and Writing Center.

**ENG 400: English Essentials**

**SLO 2:** Demonstrate grasp of basic grammar, punctuation, spelling, and capitalization by writing complete and grammatical sentences.

**Assessment\*:** Students were asked to write a 4 paragraph essay responding to Herman Cain’s statement, “If you’re not rich, blame yourself.” Students were asked to discuss whether they agree or disagree with the statement and explain why. I evaluated the essay based on the rubric below.

**Rubric:**

0: Inadequate: Sentences were incomplete, ungrammatical, and full of mechanical errors.

1: Developing: Many sentences were incomplete, ungrammatical, or full of mechanical errors.

2: Adequate: Most sentences were complete and grammatical, but a few contained errors in grammar and mechanics.

3: Accomplished: Nearly all sentences were complete and grammatical, but one or two contained errors in grammar and mechanics.

4: Mastery: Sentences were complete and grammatical, with the exception of one or two minor errors in grammar or mechanics.

**Data\*:**

Score	4	3	2	1	0
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Percent (15 students)	7%	33%	27%	33%	0%
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**Analysis and Interpretation:**

The class performed moderately well toward achieving SLO#2, with 67% of the class scoring “Adequate” or better. Though students peer reviewed each paragraph in class and there were editing workshops, 33% still had trouble with grammar.

**Closing the Loop (Reflections on previous Recommendations):**

This SLO hasn’t been assessed previously.

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

The SLO is solid and does not need to be revised. The rubric applies directly to the SLO by addressing specific elements of grammar. However, the wording on “Adequate” and “Accomplished” could be revised to explain the difference between “contained errors” and “minor errors.” We also recommend rewording “Developing” and “Adequate” so that the difference between them is narrower, as it seems like a big jump in skills.

The grammar objectives are probably the most difficult to achieve in one semester for English 400 students. In future semesters we will research innovative ways to teach grammar quickly and effectively. We spend a lot of time on grammar in ENG 400, so it is disappointing that some students failed to achieve this SLO. For pedagogical changes, we can give students more examples of grammar errors in context that the class can analyze.

Our performance goals for future assessment goals are:

1. Increase the percentage of students who achieve above “Adequate.”
2. For students to transition between grammar exercises and grammar in writing more smoothly.

**Resource Needs:**

We recommend more writing workshops based on specific elements of grammar, such as dependent and independent clauses. This could be a joint effort between the English department and Writing Center.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Fall 2014**

**German 1: Elementary German**

**SLO #3: Write simple sentences using basic grammar and vocabulary introduced in class.**

**Assessment:** As part of the final test, students are asked to write a brief journal entry about what they did the previous weekend. Using the conversational past, they need to write at least seven (7) sentences, using a different verb in each sentence, and be informative and specific--not just say: I ate, I slept, etc.

**Rubric used:**

0. No demonstrated achievement.
1. Inadequate achievement. Writing is mostly incomprehensible due to abundance of errors in grammar, vocabulary, and spelling.
2. Limited or emerging achievement. Writing is mostly understandable, but still contains mistakes that may interfere with comprehension. Grammar is inconsistent; vocabulary is limited.
3. Acceptable achievement. Writing demonstrates general accuracy in grammar and word choice with only occasional and/or minor mistakes.
4. Excellent achievement. Writing demonstrates fluency and effective, accurate use of grammar and varied vocabulary. There are few, if any minor mistakes.

**Results: Score: 100% = 34 students**

4	3	2	1	0	
					students
47%	14.8%	17.7%	11.7%	8.8%	100%

**Analysis:** Although the assessment activity was difficult and administered as part of the last test of the semester, more than half of the students did quite well, scoring in the top two rubrics. Using correct verb forms and creating a meaningful context is challenging and needs practice; therefore, students knew about the kind of writing they were expected to produce and had been assigned similar sentences as homework, which had been returned to them with the instructor's feedback. Disappointing is the high number of students who dropped or disappeared from the class without taking the final test.

**Recommendations for improvement:** Writing skills are practiced and checked regularly during class activities, homework assignments and as part of chapter tests. Early on in the semester, students who are having a hard time are being encouraged to take advantage of free on-campus tutoring with the added bonus of earning extra credit to raise their grade, in addition to seeing the instructor for help; however, it is not possible to help students improve unless they invest the time and effort necessary. For the majority of students, persistence paid off, and they were able to demonstrate acceptable writing skills.

## **German 2: Elementary German**

**SLO #2: Demonstrate comprehension of elementary reading passages by identifying main ideas and supporting points and deriving meaning from context.**

**Assessment:** As part of their final exam, students read a passage of approximately 200 words about the history of the *Wartburg*, a 9th century fortress where Martin Luther hid while he was translating the Bible. After reading the passage, students are asked to provide the dates for 8 important events (not in chronological order). This activity is a valid indicator of student performance. The task goes beyond simple recognition of words and numbers, requiring a clear understanding of how a number of events relate to each other.

Rubric used:

0. No comprehension of level-appropriate text.
1. Insufficient, incomplete and/or inaccurate comprehension of level-appropriate text.
2. Limited comprehension of level-appropriate text.
3. Adequate comprehension of majority of level-appropriate text.
4. Complete, accurate comprehension of level appropriate text.

**Score: 100% = 30 students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.3%	3.3%	6.7%	16.7%	70%

**Results and Analysis:** Of the 30 students in two sections of German 2, over 76% scored in the top two rubrics, which is an excellent result. Only 2 students had major difficulties understanding and analyzing the text. Due to the small sample, the same assessment will be used for one more year, for a total of three course sections.

## **German 150A: German for Business and Travel (i.e. German Conversation)**

**SLO#1:** Manage conversations based on topics introduced in class, using level-appropriate grammar and vocabulary and acceptable pronunciation.

### **Assessment: Group Presentation**

Students are asked to prepare and perform a skit with two partners, involving shopping at a produce stand, butcher shop, bakery, or Mom and Pop store. These were the specific requirements:

Two friends meet or two strangers waiting in line meet for the first time. Customers may or may not know the salesperson. As appropriate to the situation, include greetings, farewell, small talk, and common expressions dealing with buying/selling food.

Customer buys at least two or three items. There are complications-- e.g. food is too expensive, not available, not fresh, etc. Ask about bags if you don't have one. Totaling the charges (maybe including a mistake?), paying cash and getting change or discussing using a credit card (not possible). Plan reasonable prices. Use props, signs, etc. to make your skit realistic and entertaining. You can use the board as background. There need to be at least 30 exchanges--every person has to say 10 different things. Turn in one copy of your script after your "performance."

The score for the skit is based on four separate areas:

- A. Content (i.e. focus on assigned topic, continuity and completeness)
- B. Language (i.e. accurate/acceptable grammar, usage, vocabulary)
- C. Pronunciation, intonation, and stress
- D. Fluency, volume, interaction with partners

### **Rubric used:**

- 0 No demonstrated achievement. Student generates no response or questions.  
Insufficient achievement. Student generates some questions and
- 1 responses, but frequent and/or major errors in grammar, usage, and cultural appropriateness demonstrate lack of understanding and severely impede communication.
- 2 Adequate achievement. Student generates questions and responses, but problems in fluency and errors in grammar, usage and cultural appropriateness may impact effective communication.
- 3 Acceptable achievement. Student generates questions and responses with fluency and few or minor errors in grammar, usage and cultural appropriateness.
- 4 Excellent achievement. Student effectively formulates clear, grammatically accurate, and socially appropriate questions and responses.



### Scores:

**100% = 18 Students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0%	0%	0%	50%	50%

**Results and Analysis:** All of the 18 students in the course scored in the two top rubrics, half with the top score. Students tend to do very well in this class, and in particular on presentations which allow for creative scripts and dramatic acting, including props and costumes. The students enrolled in this course were very engaged and motivated and an absolute joy to teach.

**Recommendations for Improvement:** In order for students to become proficient in a foreign language, they need to have more opportunities to practice and improve their conversational skills. The core courses, German 2, 3, 4 do not allow sufficient time for that. Conversation courses need to be offered every semester.

## GRMAN 12: German Literature in Translation

**SLO #2: Compare and contrast dominant themes, relevant topics, and stylistic conventions in representative works.**

0.	No demonstrated achievement. Student is unable to compare or contrast any aspects of representative works.
1.	Insufficient achievement. Student's analysis is incomplete and inaccurate, demonstrating a severe lack of understanding of literary themes, topics, and styles.
2.	Limited achievement. Student is able to compare and contrast some topics, demonstrating a superficial understanding of some of the works studied, but fails to analyze essential matters of style.
3.	Adequate achievement. Student compares and contrasts major themes and topics in most works, but fails to analyze matters of style.
4.	Good to Excellent achievement. Student accurately and effectively compares and contrasts dominant themes, relevant topics and stylistic conventions, demonstrating a thorough understanding of the works studied.

**Assessment:** On their final exam, students were required to list at least 3 major figures or motifs and stylistic markers for 6 different literary periods, and then to describe their similarities and contrast their differences to another period. This activity is a valid indicator of performance because it requires students to know not only the characteristics of the styles of each period but also which facets are relevant and pertinent in contrast to other periods.

**Score: 100% = 20 students**

0	1	2	3	4
0%	5.5%	5.5%	26%	63%

**Results and Analysis:** 89% of the 19 German 12 students assessed scored in the top two rubrics. We increased time and resources this semester to discuss the differences and similarities between the various literary periods and styles, and will continue this approach next semester. We also focused on analyzing works of literature, but this area caused significant difficulties with two students, and it did not become apparent until the midterm. I dedicated increased office hours to assist them after that, and will continue this focus next term, but will start at the beginning of the semester.

## Fall 2014 Course Offerings in Spanish

Span 001	Elementary Spanish
Span 002	Elementary Spanish
Span 002A	Spanish for Spanish Speakers
Span 003	Intermediate Spanish
Span 004	Intermediate Spanish
Span 006B	Introduction to Spanish-American Literature
Span 009ABC	Spanish Conversation
Span 042A	Civilization of Spain and Portugal

**Course number and title: Span 1 Elementary Spanish**

**SLO number and text:**

SLO# 1

Demonstrate in conversation the ability to formulate questions and answers in the present and the preterit.

**Assessment\*:**

During the final exam, the professor asked each student questions in the present and preterit tenses. The students also asked the professor questions, which she answered.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

19 sections offered, 6 sections assessed for a total of 160 students (with 21 N/A)

Score	4	3	2	1	0
Percent (## students)	30.84%	19.63%	15.89%	##%	##%

**Analysis and Interpretation:**

Over half of the students were able to communicate in the language at a level higher than required for Spanish 1. 15.89% communicated at the basic level for the course.

**Closing the Loop (Reflections on previous Recommendations):**

We need to insist on oral communication to move more students into the mastery and accomplished levels.

**Recommendations for Improvement:**

To improve we plan to provide more opportunities for oral practice.

**Resource Needs:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

None

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Spanish 2 Elementary Spanish****SLO number and text:**

SLO#1. Demonstrate in conversation the ability to formulate sentences that utilize the imperative, indicative and subjunctive modes.

**Assessment\*:**

As part of their final exam, students were given three situation cards with topics for conversation. They were then given fifteen minutes to prepare and conduct an interview with the professor.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

8 sections offered, 2 sections assessed for a total of 45 students (with 5 N/A)

Score	4	3	2	1	0
Percent (## students)	58%	30%	2%	2%	##%

**Analysis and Interpretation:**

The 88% Mastery and Accomplished demonstrate a high ability level to communicate in conversation using the different tenses required. The data is reliable, although one should take into consideration the variation in the topic of conversation.

**Closing the Loop (Reflections on previous Recommendations):**

They generally did very well, but we still need to needs to concentrate on those students who need more practice, become aware of their errors and perform better. The ideal will be that even the 2% substandard reach the level of Mastery.

**Recommendations for Improvement:**

In order to improve student success, we plan to reinforce and intensify the oral activities during the semester to achieve the ideal. We should also standardize the topics so that one can get less varied data.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 2A Spanish for Spanish Speakers****SLO number and text:**

SLO #1 Identify the correct and proper use of grammatical structures and accentuation.

**Assessment\*:**

On the final exam, students must recognize verbs' structure and show how to correctly use and place the accent marks in Spanish.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

4 sections offered, 2 sections assessed for a total of 50 students

Score	4	3	2	1	0
Percent (## students)	17%	69%	14 %	##%	##%

**Analysis and Interpretation:**

It was done on the final written exam. Also, during the semester students were tested several times to identify and practice the correct use of grammar and accentuation. All the testing and practice led to the students performing adequately, with 86% of the students placing in levels 3 and 4.

**Closing the Loop (Reflections on previous Recommendations):**

Continue the practical usage in class of accent marks and exercises following the book.

**Recommendations for Improvement:**

Practice in class. Repetitive exercises in class and homework.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 3 Intermediate Spanish**

**SLO number and text:**

SLO# 1

Demonstrate comprehension of a variety of culturally relevant texts.

**Assessment\*:**

During the final exam the students read and answered comprehension questions on "La Reina Rumba habla de la "salsa, " a cultural reading from Chapter 4 about Celia Cruz.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

4 sections offered, 1 section assessed for a total of 18 students (with 4 N/A)

Score	4	3	2	1	0
Percent (## students)	31.82%	36.36%	13.64%	##%	##%

**Analysis and Interpretation:**

The 68.18% combined mastery and accomplished results show that our students demonstrate very good comprehension of a text used in class. 13.64% demonstrate satisfactory reading comprehension, the minimum level required of the students to be able to go on to the next level of the language.

**Closing the Loop (Reflections on previous Recommendations):**

More practice in reading of cultural texts should be encouraged.

**Recommendations for Improvement:**

In order to improve student success we plan to reinforce the reading of cultural texts and offer more class practice in reading.

**Resource Needs:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 4 Intermediate Spanish****SLO number and text:**

**SLO # 1** Interpret a variety of advanced texts through written summary and analysis.

**Assessment\*:**

Students were given a reading as part of the final exam. This reading was taken from the text. The students were familiar with the topic but were not instructed to study the vocabulary in advance of the exam.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

2 sections offered, 1 section assessed for a total of 21 students

Score	4	3	2	1	0
Percent (## students)	52 %	42 %	1%	##%	##%

**Analysis and Interpretation:**

The results are valid. All of the students were given the same reading and asked the same questions. They were evaluated according the same criteria. This reading passage was given to them as part of their final exam. They were given both questions that required information from the reading and questions that require critical thinking. They were also asked to express their own opinions. The results percentages for mastery 52% along with the accomplished 42% demonstrate that students understood how to analyze and write their own opinions about these texts.

**Closing the Loop (Reflections on previous Recommendations):**

It is necessary to continue existing strategies.

**Recommendations for Improvement:**

Continue and reinforce the reading practice during the semester. Use the readings from the text and articles from newspapers and magazines.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 42A Civilization of Spain and Portugal**

**SLO number and text:**

**SLO # 1** Recognize and identify geographical features on a map of the Iberian Peninsula.

**Assessment\*:**

Students were given a map of Spain and asked to identify regions, cities, rivers and other noteworthy geographical features.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

1 section offered, 1 section assessed for a total of 18 students (with 2 N/A)

Score	4	3	2	1	0
Percent (## students)	35%	45%	10%	##%	##%

**Analysis and Interpretation:**

The percentages of mastery and accomplished (80%) indicate comprehensive knowledge of the geographical features and reflect the goal of this SLO. The adequate (10%) needs to be reduced to reach the ideal result.

**Closing the Loop (Reflections on previous Recommendations):**

The limitations and lack of preparation in high school about geography could negatively impact college studies and particularly in foreign languages. Then this SLO will be a little low in terms of mastery performance (35%). Though the accomplished (45%) shows a good improvement, paving the road to more input later.

**Recommendations for Improvement:**

More practice, and reinforcement of Spanish geography, its regions, and cultural aspects of the Iberian Peninsula.

**Resource Needs:**

Provide classrooms with more updated maps of different kinds of regions, etc.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**FASHION DEPARTMENT ANNUAL ASSESSMENT REPORT**  
**2014-2015 ACADEMIC YEAR**  
**Prepared by Sunny Cannon**

The fashion department faculty evaluated the outcomes and assessments of 14 courses during the 2014-2015 academic year. The faculty members were asked to score their students in eLumen using the following rubric designed to assess project-based outcomes in the Fashion department. Some of the faculty kept records in Excel spreadsheets instead of using eLumen.

**Rubric:** Fashion Project Rubric

- N/A–Not Applicable:** The student stopped attending the course and did not turn in the project.
- 0 – Inadequate:** The student did not complete enough of the project to demonstrate outcomes.
- 1 – Developing:** The student completed some of the basic requirements of the project but with significant problems.
- 2 – Adequate:** Student completed the project with minor problems conceptually or technically.
- 3 – Accomplished:** Student has completed project well, but has not yet reached exceptional level of competence and attention to detail for the course level.
- 4 – Mastery:** Student demonstrated all of the expectations of the project. There is sensitivity to the technique and craftsmanship. Student demonstrated level of competence and attention to detail for the course level.

The fashion department considers a score of 2, 3, or 4 to be satisfactory.

The faculty members were then asked to provide analysis of the results for the sections that they taught and offer any recommendations for improvement if improvement is needed.

The chairperson of the fashion department then ran reports in eLumen to view the total results for each class and to pull the individual instructor analysis and recommendations.

**Challenges encountered during this assessment cycle:**

It is evident that an annual SLO assessment could be extremely helpful. The ideas for improvement generated during this and previous year reports show promise.

Gathering data for this review has been quite problematic.

Fewer course SLO's were assessed by the fashion department this year than the last year. During the fall of 2014, one adjunct faculty member broke her shoulder and had to

be replaced by an emergency hire. The replacement subsequently had a family emergency and had to be replaced herself by another emergency hire. I had to replace two of the previous year's adjunct faculty as well. We've had a revolving door of adjuncts.

The fashion department up until recently had three full-time faculty who shared the workload of department management and reporting. After Jennifer Orsini retired, she was not replaced with a full-time faculty member. One of the two full-time faculty members went on sabbatical to complete her doctorate, leaving one full-time faculty member to hire, train, complete all reports for the year, and teach overload to compensate for the missing person—without additional support, release time, or other compensation.

This report was particularly challenging because it came on the heels of the required C&I Course Modifications and a Program Review Update that we've never been asked to do. This all came during the busiest period of the semester. As a result, students have not received feedback or grades in three weeks.

The remaining instructors are adjuncts. Most of the fashion instructors expressed their frustration that they were asked to assess their SLOs without getting compensated for their time. One adjunct indicated that she received an e-mail specifically telling her not to participate because she was not contractually obligated to do so. Many of the adjunct faculty participated anyway in order to support the department and college efforts.

In general, having some specific time allotted to entering data such as this would be helpful in all courses. K-12 teachers are given pupil-free days to prepare and receive professional development. K-12 teachers are also granted substitutes while they prepare and receive professional development. A similar arrangement, whereby faculty are given time during their regular schedule to attend to the extra steps of entering this data, could improve response rates. Alternatively, "wrap up meetings" at the end of the semester, after final grades have been entered, could be helpful. So would a system whereby SLO assessment data is entered as part of the process of entering final grades (and the option of entering at the time of midterm progress reports) in LancerPoint.

Several instructors indicated that while they see a value in reflecting on the strengths and weaknesses of student performance each term, they are frustrated that they have to use so many different systems to report their findings. All of the Fashion instructors use the Canvas grade book and associated rubrics to track student progress and calculate grades. Then they use Lancer Point to report midterm and final grades. Introducing eLumen into the mix is confusing and not top of mind for them at the end of a very busy term—especially when many of our adjunct instructors work at two or more colleges. Most do not enter their SLO data until asked to for the annual report. At that point in time the Canvas grades have been wiped from the server and hard copies of assessment scores are hard to find. A few asked why the SLO evaluation couldn't be

entered at the same time as grades, in LancerPoint – with two drag-down fields, one for grades and one for the prescribed SLO performance.

There was some eLumen user error for this past academic year. Not all of the courses have SLOs inputted, so instructors were not able to record their assessment data. Some course SLOs did not get assessed because of this. Other instructors provided the chair with data by e-mail, which the chair is sending to you as a separate data attachment to supplement the eLumen data.

The new eLumen update is dramatically different from the version that was used previously. It took a substantial amount of time to figure out the new interface and errors were made along the way. After running the report to collect the data over 3500 line items were generated, most of them with no pertinent results. Some entries were listed two or three times. It took hours to edit the spreadsheet down to show anything meaningful.

A summary of the results, analysis, and recommendations for each course is listed below. In some cases, faculty had recommendations for improvement that were specific to only the course that they teach. In those cases the recommendations are clearly detailed within each course summary below.

In most cases though, the faculty members had similar experiences in their classes and listed common recommendations. The recommendations and resource needs that were recurring between sections and courses have been bulleted within the summary for each course. Full explanations for each point are listed at the bottom of the report.

## 1. Course: FASH 001A — FASHION SURVEY

### FALL 2014

**SLO #1:** Demonstrate effective operation of industrial sewing equipment. Layout, cut and mark fabrics for production.

**Assessment:** Basic Skirt

Students demonstrate an understanding of layout cutting and marking by creating a marker/pattern cutting layout plan for the basic skirt and associated practice samples. Students cut pattern pieces out of muslin using their marker/plan. Students notch, punch, and mark cut parts according to fashion industry standards. Students use industrial sewing machines to construct their own basic skirt, which includes; darts, lapped zipper, interfacing, waistband, blind hem and other industrial finishing techniques. Students practice each technique on a sewing sample before applying the process to their basic skirt.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

FALL 2014: FASH 001A—FASHION SURVEY (Sterling)							
SLO #1	SLO ASSESSMENT SCORES FOR 1 SECTION OUT OF 3 OFFERED IN FALL 2014						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	2	2	0	2	5	4	15
PERCENTAGE		15.4%	0.0%	15.4%	38.5%	30.8%	100.0%

### SPRING 2015

**SLO #2:** Assemble samples and garments that show a wide variety of entry level garment construction skills.

**Assessment:** Final Skirt Sample

A skirt sample is constructed with a wide variety of entry level garment construction techniques including an appropriate closure, industrial seam finishes, darts, stabilizers, and appropriate waist and hem finishing.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

SPRING 2015: FASH 001A—FASHION SURVEY (Sterling)
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SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION OUT OF 3 OFFERED IN SPRING 2015						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	3	0	2	3	2	3	13
PERCENTAGE		0.0%	20.0%	30.0%	20.0%	30.0%	100.0%

#### **Analysis:**

During the 2014-2015 academic year, two outcomes for FASH 001A were assessed; one in the fall for 1 section and one in the spring for 1 section. A total of 28 students were assessed—13 out of 15 students turned in and were assessed based on the Basic Skirt project and 10 out of 13 students turned in and were assessed based on the Final Skirt Sample. Of the 23 students who turned in work, 19 (82.6%) performed satisfactorily or above (a score of 2-4), 7 of those students (30.4%) performed exceptionally well (a score of 4). 4 students (17.3%) scored below our standards (a score of 0-1).

The assessment results appear to be valid. The assignments both align well with their respective SLOs. The instructor for the course indicated that she believes the data is valid due to the nature of the assignments from which the grades are derived. Several students did not finish the term and thus there are several NA assessments. One student finished the term yet turned in only three assignments over the course of the semester. This student assessed at "0." The instructor has been teaching the class for several years and is very familiar with the materials and the rubrics. The success rate is similar to that of previous years.

#### **Reflections:**

The instructor did not include reflections on her report in eLumen.

Historically; the assistance of a tutor in the classroom, provided by the Learning Assistance Center, played a significant part in the success of the students in this course. The students who needed extra reinforcement were able to get one-on-one attention with a tutor while working on the industrial equipment.

The students who successfully completed the Basic Skirt project were very responsible and attended class regularly. They took excellent notes and used them properly. As a result, their skills improved as the class progressed and they created high quality Basic Skirts.

#### **Recommendations:**

The only recommendation that the instructor made was: "Convincing successful students to stay in class to the very end would help." It is unclear based on this statement what needs to be done.



Come to an agreement with the Union to make sure that adjunct faculty are required to assess SLOs and are compensated for their time and effort. Only two out of six sections were assessed. It would have been nice to see data for all six sections. Adjunct faculty were instructed not to assess SLOs for their classes by the union.

Additionally FASH 1A would benefit if we were able to:

- **Hire an additional full-time faculty member to replace the one that retired:** (See Recommendations Summary at the bottom of this report. EMP: A3.1)
  - Make sure that at least one full-time faculty member is teaching a FASH 1A course section at all times to act as the lead for pacing and course updates. We need visibility in what is going on with a course. Having only adjunct faculty teaching core introductory courses makes it difficult to regulate content and make sure that assessments being made are authentic. Full-time faculty assess the SLOs in their courses regularly and are very invested in reacting to course needs and updating the material and methods of instruction as necessary.
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)

**Resource needs:**

- **Hire an additional full-time faculty member to replace the one that retired:** (EMP: A3.1)
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource needs summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource needs summary at the bottom of this report. A2., C2.3)
- **Continue to provide a teaching assistant or tutor in the classroom, especially in combination classes to support students:** (See Resource needs summary at the bottom of this report. EMP: A2, A3.1, E1, E1.1)

## **2. Course: FASH 001B — INTERMEDIATE CLOTHING CONSTRUCTION**

## **FALL 2014**

**SLO #1:** Demonstrate effective operation of industrial sewing equipment. Pattern manipulation, layout, cut and mark fabrics for production.

**Assessment:**

Instructor uses an average of the combined scores of several projects requiring effective use of industrial sewing equipment, pattern development, layout and the cutting and marking of fabrics. These projects include a lined woven skirt, a mens woven dress shirt, and a knit pant sample.

For each of these sewing samples, students select appropriate textiles for the style. Patterns are created by manipulating basic block slopers. Once pattern manipulation is complete, including adding appropriate seam allowances, notching and labels, patterns are laid out, a marker is created, and sample patterns is cut from the selected fabrics. The samples are then sewn using industrial sewing equipment including: single needle, 3-thread overlock, 4-thread overlock, 5-thread overlock, and coverstitch machines.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 001B—INTERMEDIATE CLOTHING CONSTRUCTION (Sterling)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	0	0	2	7	9
<b>PERCENTAGE</b>		0.0%	0.0%	0.0%	22.2%	77.8%	100.0%

## **SPRING 2015**

**SLO #2:** Assemble samples and garments that show an intermediate level of garment construction skills.

**Assessment:** Woven Shirt Sample

A shirt sample is constructed with wide variety of intermediate garment construction techniques including; sleeves, collar, placket, cuffs, buttons, stabilizers, industrial seam finishes, flat felled seams, fisheye darts and pockets.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

SPRING 2015: FASH 001B—INTERMEDIATE CLOTHING CONSTRUCTION (Sterling)							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	1	0	1	0	0	5	7
PERCENTAGE		0.0%	16.7%	0.0%	0.0%	83.3%	100.0%

#### **Analysis:**

During the 2014-2015 academic year, two outcomes for FASH 001B were assessed; one in the fall for 1 section and one in the spring for 1 section. A total of 16 students were assessed—9 students were assessed based on an assortment of samples turned in throughout the term in the fall and 6 out of 7 students turned in and were assessed based on the Woven Shirt Sample in the spring. Of the 15 students who turned in work, 14 (93.3%) performed satisfactorily or above (a score of 2-4), 12 of those students (80%) performed exceptionally well (a score of 4). 1 students (06.6%) scored below our standards (a score of 0-1).

The instructor wrote in her fall assessment: “The vast majority of the students' assignments involve effective operation of industrial sewing equipment and the layout & cutting of fabrics. That given, the students' grades are an accurate and reliable reflection of their abilities. Two students had to drop out of the class for unrelated reasons resulting in NA assessments for them.”

The instructor wrote in her spring assessment: “Jaclyn Ngan overscheduled herself and was unable to complete the class work, despite her sewing capabilities. Reyes Monarrez sews at a "D-C" level. She feels that she does not need many of the demos, nor does she need to complete the non-sewing parts of the assignments. All other students managed very well.”

#### **Reflections:**

N/A—The instructor did not include reflections on her report in eLumen.

#### **Recommendations:**

This class was taught in combination with other sewing classes both in the fall and spring terms. The instructor wrote for the Fall 2014 term: “I, personally, need to define the course time schedule more precisely.” It is a struggle to maintain the momentum of two lecture lab classes concurrently. The instructor is paid for the equivalent of one lecture/lab course for the time spent, but double the preparation is required. Instead of lecture/lab, the instructor is lecturing and demonstrating constantly for the entire six hours, alternating between the two sets of students.

The instructor wrote for the Spring 2015 term: “Should Ms Monarrez choose to repeat the class, the class must have an aide to attend to her. In addition to her own neglect of instructions, she is disruptive to the class and interferes with others' learning experience.”

When there is a difficult student thrown into the mix, one with severe emotional and cognitive issues as the student mentioned by the instructor, it can throw a whole class off.

Additionally:

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)

**Resource needs:**

- **Hire an additional full-time faculty member to replace the one that retired:** (See Resource needs summary at the bottom of this report. EMP: A3.1)
- **Provide a teaching assistant or tutor in the classroom, especially in combination classes to support students:** (See Resource needs summary at the bottom of this report. EMP: A2, A3.1, E1, E1.1)
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource needs summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource needs summary at the bottom of this report. A2., C2.3)

### **3. Course: FASH 001C — ADVANCED CLOTHING CONSTRUCTION**

#### **FALL 2014**

**SLO #1:** Demonstrate effective operation of industrial sewing equipment. Pattern manipulation, layout, cut and mark fabrics for production.

**Assessment:** Final grade for FASH 001C

The entire course involves effective operation of industrial sewing equipment and layout & cut fabrics for production. I used the student's overall grade to get this data because almost all of the assignments involve proving the criteria of this SLO.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

FALL 2014: FASH 001C—ADVANCED CLOTHING CONSTRUCTION (Sterling)							
SLO #1	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	2	2	2	5	11
PERCENTAGE		0.0%	18.2%	18.2%	18.2%	45.5%	100.0%

**Analysis:**

During the 2014-2015 academic year, the outcomes for 1 section of FASH 001C were assessed. A total of 11 students completed the required projects to complete FASH 001C.. Of the 11 students, 9 (81.8%) performed satisfactorily or above (a score of 2-4), 5 of those students (45.5%) performed exceptionally well (a score of 4). Two students (18.8%) did not pass the class with a satisfactory grade.

The instructor wrote: “The prepared and diligent students did wonderfully well in this class.” And also: “Two of the students did not turn in several of the smaller assignments. I need to emphasize that all assignments are important. Two other students did not actually have the qualifications to be in the class but had met the prerequisites (with perhaps low C's).”

The instructor indicated in her assessment that the unsuccessful students likely should not have passed the pre-requisite class FASH 1B, and did not have the requisite skills to succeed in FASH 1C coming in. She also indicated that these students believed “that they could slide by with almost adequate work.” For my part, I must not allow students to squeak by with a low pass when a high D would be more appropriate.

**Reflections:**

N/A—The instructor did not include reflections on her report in eLumen.

**Recommendations:**

While a 81.1% satisfactory student performance rate is quite good, it is always nice to find ways to improve. One way to improve the success of the students in our advanced level courses would be to council all of the fashion instructors that before giving a

passing grade to a student, they need to make sure that the student does indeed meet all of the SLOs and has attained all of the skills and knowledge to successfully enter the next level of instruction.

This class was taught in combination with other sewing classes both in the fall and spring terms. The instructor wrote for the Fall 2014 term: “I, personally, need to define the course time schedule more precisely.” It is a struggle to maintain the momentum of two lecture/lab classes concurrently. The instructor is paid for the equivalent of one lecture/lab course for the time spent, but double the preparation is required. Instead of lecture/lab, the instructor is lecturing and demonstrating constantly for the entire six hours, alternating between the two sets of students.

Additionally:

- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).

**Resource needs:**

- **Hire an additional full-time faculty member to replace the one that retired:** (See Resource needs summary at the bottom of this report. EMP: A3.1)
- Provide a teaching assistant or tutor in the classroom, especially in combination classes to support students: (EMP: A2, A3.1, E1, E1.1)
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource needs summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource needs summary at the bottom of this report. A2., C2.3)

#### **4. Course: FASH 002 — INTRODUCTION TO FASHION INDUSTRY**

##### **FALL 2014**

**SLO #1:** Analyze the difference between marketing and merchandising with an emphasis on promotional approaches for retailers and vendors.

**Assessment:** Retail Merchandising Problem / Business Plan

The objective is to identify an opportunity to provide additional or alternative merchandise within a department or classification at a specific retailer that would increase business. Students may analyze any category of goods. After identifying a new product category or merchandizing opportunity, students use demographics and psychographics to describe how this will increase sales to the existing target market for

this retailer (or department) or open up a new target market for this retailer; discuss price points for the new product mix (will they remain the same or change, and why?); describe the new product mix ( this may include categories and key core vendors, silhouettes, colors, sizes, pattern, texture, fabric swatches); develop a promotional plan that incorporates a promotional calendar, in store visual promotions, and the use of publicity/advertising/social media for the new product category or merchandising opportunity; use photos, computer graphics and typed text to describe the new store layout, floor plans, fixture placements, displays and product mix and analyze whether a separate department, a separate store front, or a pop-up store will be utilized; identify the main competitive retailer or retailers from earlier related research projects (will this change with the new plan – if yes, explain whether it is a new category that their main competitors have not yet identified, or a category their main competition is having success with but the retailer is not selling to, or new competitors whose market the retailer wants.).

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 002—INTRODUCTION TO FASHION INDUSTRY (Angerhoffer)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	4	3	2	7	11	16	43
<b>PERCENTAGE</b>		7.7%	5.1%	17.9%	28.2%	41.0%	100.0%

**SLO #5:** Recognize the global relationships and economic importance of the industry.

**Assessment:** Global Sourcing & Merchandising Quiz. This assignment is a low stakes reading quiz designed to help students prepare to post to the discussion prompts regarding global sourcing and merchandising. It helps to familiarize students with basic concepts and fashion industry terminology specifically related to sourcing and merchandising on a global scale.**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 002—INTRODUCTION TO FASHION INDUSTRY (Angerhoffer)</b>							
<b>SLO #5</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	4	5	3	6	5	20	43
<b>PERCENTAGE</b>		12.8%	7.7%	15.4%	12.8%	51.3%	100.0%

## **SPRING 2015**

**SLO #2:** Identify and explain the development of a fashion product--from concept through final retail sale, along with the various job titles and responsibilities found in the apparel industry.

### **Assessment:** Store Projects

These are mini projects that scaffold to the Final Store Project (Retail Merchandising Problem / Business Plan). The Store Project assignments include Researching Retailer/Brand Information; Describing Your Target Customer Using Psychographics and Demographics; Researching the Brand's Current Color and Texture Trends; Researching the Brand's Current Product Mix and Price Points; Analyzing Floor Plans; Researching Competitive Retailers; and Analyzing the Brand's Use of Advertising, Publicity, Promotions, and Social Media. The assignments are designed prepare students with the necessary information and resources to be able to effectively identify an opportunity to provide additional or alternative merchandise within a department or classification at a specific retailer that would increase business (The Final Store Project).

**Rubric:** Fashion Project Rubric (see page one of this report)

### **Results:**

<b>SPRING 2015: FASH 002—INTRODUCTION TO FASHION INDUSTRY (Angerhoffer, Cruz, and Bleckmann)</b>							
<b>SLO #2</b>	<b>SLO ASSESSMENT SCORES FOR 3 SECTIONS OUT OF 3 OFFERED IN SPRING 2015</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	2	9	2	7	20	24	64
<b>PERCENTAGE</b>		14.5%	3.2%	11.3%	32.3%	38.7%	100.0%

### **Analysis:**

During the Fall 2014 term, A total of 21 students in Tricia Angerhoffer's class participated in the assignment that tests SLO #1 assignment. Of the 21 students, 18 (86%) performed satisfactorily or above (a score of 2-4), 9 of those students (43%) performed exceptionally well (a score of 4). One student (5%) scored below our standards (a score of 1). Two students did not participate and received a 0.

A total of 21 students in Tricia Angerhoffer's class participated in the assignment that tests SLO #5 participated in this assignment. Of the 21 students, 19 (91%) performed satisfactorily or above (a score of 2-4), 18 of those students (86%) performed exceptionally well (a score of 4). Two students did not participate and received a 0.



The data that Tricia Angerhoffer submitted is reliable. It is unclear from the eLumen report where the data for the other 22 students came from. Two other sections were taught, one by Monique Cruz and one by Lori Bleckmann. Neither of them submitted action plans, and neither class finished with 22 students. The rest of the data is questionable.

During the Spring 2015 term all three sections were assessed and the data seemed to be entered correctly in eLumen. . Of the 62 students were evaluated in the assignment that tests SLO #2, 51 (82.2%) performed satisfactorily or above (a score of 2-4), 24 of those students (38.7%) performed exceptionally well (a score of 4). Two students (3.2%) scored below our standards (a score of 1). Nine students did not participate and received a 0.

One instructor wrote: The design of the class is such that they build on accumulating knowledge all term long. Previous assignments are designed to be the foundation on which they can base their idea for this last creative assignment. Most of the student teams came up with highly creative and viable ideas, that showed an understanding of the current zeitgeist and growth opportunity for this target demographic.

#### **Reflections:**

Regarding the change in the format of the Store Project, Tricia Angerhoffer reflected:

- “Originally, this started out as one Store Project, then became a two-phase project, and now features several scaffolding assignments and one final project. These projects are designed as learning activities to improve student performance on the final project, and as such are an effective tool, even though student outcomes are not as high on the store projects as on the final project.”
- “Employing project based assessments has improved the participation and efficacy of ESL students who feel(perform) less efficient(ly) in lecture class formats.”

#### **Recommendations:**

While a 91 and 82.2% satisfactory student performance rates are good, it is always nice to find ways to improve.

- Engaging students so that they participate will participate in all class projects is critical. This course could benefit from allowing students to actually see the aspects of the garment industry that are discussed. This could be accomplished by giving **students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4) through field trips to factory floors or through the use of guest speakers. Assignments such as this could then be centered upon activities that the students have actually participated in, not just theoretical (to them) concepts. One of our industry partners agreed to allow the fashion department to film the garment production process from concept to consumer, through all stages of

sourcing, design, prototyping, wholesale sales, production (including production overseas), and retail sales for use in this course.

- Adding a prerequisite assignment that students visit more than one retail location as part of their preliminary research projects would likely contribute to the success of the retail project.
- Adding a prerequisite assignment that students visit more than one retail location as part of their preliminary research projects would likely improve student knowledge of product offerings, store layouts, and in store publicity and promotions, thus improving overall project outcomes.
- Increasing the overall point value for participation in this assessment may also increase the perceived value of participating in this assessment.
- Continue to **provide more project-based assessments to benefit ESL students and kinesthetic learners:** (See Recommendations Summary at the bottom of this report. EMP: A2)

**Resource needs:** None

- This course could benefit from allowing students to actually see the aspects of the garment industry that are discussed. This could be accomplished through field trips to factory floors or through the use of guest speakers. Assignments such as this could then be centered upon activities that the students have actually participated in, not just theoretical (to them) concepts. One of our industry partners agreed to allow the fashion department to film the garment production process from concept to consumer, through all stages of sourcing, design, prototyping, wholesale sales, production (including production overseas), and retail sales for use in this course. Students could observe, almost first hand, various aspects of dealing with the global production process.

## **5. Course: FASH 005 — PATTERN DRAFTING**

### **FALL 2014**

**SLO #1:** Demonstrate the skill of flat pattern drafting.

**Assessment:** The instructor scheduled to teach FASH 005 in the fall broke her shoulder. As a result we had to hire a temporary emergency substitute. Near the end of the term she moved out of state. As a result the SLOs for this section were not assessed.

### **SPRING 2015**

**SLO #2:** Analyze grain and follow the grain to achieve perfect fit and design.

**Assessment:** A new adjunct was hired to teach this class. She was instructed by the

union to not assess SLOs without compensation. As a result the SLOs for this section were not assessed.

## **6. Course: FASH 009 — BEGINNING TEXTILES**

### **FALL 2014**

**SLO #1:** Demonstrate knowledge of textiles, their manufacturers, and their proper uses in the areas of apparel and interior design.

**Assessment:** Fabric Identification Quizzes

This assessment requires students to identify a variety of fabric types by analyzing construction, yarn type, finishing techniques, and basic fabric structure. The quiz prompts feature PowerPoint slides with photos of the fabric, the question to be answered with multiple choice answers, and swatches of the fabric. There are 5 quizzes ranging in length from 17 to 27 questions.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 009—BEGINNING TEXTILES (Angerhoffer)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	1	0	3	3	12	11	30
<b>PERCENTAGE</b>		0.0%	10.3%	10.3%	41.4%	37.9%	100.0%

### **SPRING 2015**

**SLO #2:** Do experiments that exhibit skills in identifying the fiber content of fabrics.

**Assessment:** Basic Textiles Swatch Kit

Students are required to assemble and label a pre-packaged Textile Swatch Kit. For each of the 126 swatches students are to identify components (fibers, yarns, etc.), constructions (knit, woven, etc.), and manufacturing and finishing processes (calendering, dyeing, printing, etc.), performance properties (water resistant, antimicrobial, moisture wicking, etc.) and suitable end uses (sportswear, athletic wear, bedding, interior design, etc.).

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

SPRING 2015: FASH 009—BEGINNING TEXTILES (Angerhoffer)							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	3	1	0	1	0	29	34
PERCENTAGE		3.2%	0.0%	3.2%	0.0%	93.5%	100.0%

#### **Analysis:**

For the fall 2014 term, a total of 29 students participated in this assessment. Of the 29 students, 26 (90%) performed satisfactorily or above (a score of 2-4), 11 of those students (38%) performed exceptionally well (a score of 4). Three students (10%) scored below our standards (a score of 1).

For the spring 2015 Of the 31 students, 30 (97%) performed satisfactorily or above (a score of 2-4), 29 of those students (94%) performed exceptionally well (a score of 4). One student (3%) scored below our standards (a score of 1).

Compilation of the kit and the related lab assignments take place throughout the semester. Providing incentives such as perceived value of the assignment and class time in which to complete work is helpful.

#### **Reflections:**

- Providing students with class time to work on the kits has improved performance on this project/assessment. If students finish activities for a given class early, they are required to work on their swatch kits.
- Incentives for working on and finishing the project, including perceived value based on percentage of final grade have greatly improved performance.
- Allowing the students to use the kit as a reference during their final has also proven to be a useful incentive.

#### **Recommendations:**

While over 90% satisfactory student performance rates is quite good, it is always nice to find ways to improve.

- Providing students with incentive to treat these quizzes seriously has improved performance and will continue to do so.
- Student performance has improved with incentives to do well. One popular incentive is that if students receive As on major projects and fabric id quizzes, they are exempted from the final. This incentive has improved outcomes on fabric id quizzes and improved final grade outcomes.
- Videos demonstrating end uses for specific fabrics included in the kit could increase student engagement.

- Online, accessible videos are now available demonstrating how to properly mount the swatches.
- Chunking or breaking up the assessment into 3 or 4 portions, due at different dates throughout the semester might improve student association of textile properties such as fiber content, construction, and performance with end uses and projects that they are working with in related Fashion Department Courses.

**Resource needs:**

- It is not unusual to have 30 to 35 students enrolled in the course. We only have 5 working microscopes with suitable magnification and lighting for the Microscopic Fiber ID Lab Assignment. 5 to 7 more microscopes would be helpful.
- Students requiring financial aid are often not able to purchase their notebooks until after the first several assignments are due. Having a stock of 10 swatch kits which they could replace when they have the funding would help to keep the entire class on track.

## **7. Course: FASH 021 — PRINCIPLES OF FASHION**

### **FALL 2014**

**SLO #1:** Demonstrate an understanding of principles of fashion and target customer by using the principles of fashion (such as line, color, and balance) to select appropriate garment designs, suitable to the market or customer.

**Assessment:** Final Project

For this project, students are to act as a fashion designer creating a specific line for a specific customer group. The project involves researching and profiling a target customer; developing a coordinated group of garments that are appropriate for that customer; selecting textiles appropriate in color and construction suitable for the market and customer; and identifying the elements and principles of design demonstrated by the garments that they have selected or developed for their line.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 021—PRINCIPLES OF FASHION (Angerhoffer)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION OUT OF 3 OFFERED IN FALL 2014</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	1	0	4	12	17
<b>PERCENTAGE</b>		0.0%	5.9%	0.0%	23.5%	70.6%	100.0%

**SLO #5:** Analyze traditional, ethnic clothing from various countries.

**Assessment:** Ethnic/Folk Visual Vocabulary Assignments

For this group of assignments, students are required to research ethnic garment items from Europe, Africa and the Middle East, Asia, Indonesia and the Pacific, and the Americas. Students are required to define and search for correct images of the garments online and provide source citations. The results reported below are specifically from Ethnic/Folk Visual Vocabulary: India.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>FALL 2014: FASH 021—PRINCIPLES OF FASHION (Angerhoffer)</b>							
<b>SLO #5</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION OUT OF 3 OFFERED IN FALL 2014</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	1	0	1	0	15	17
<b>PERCENTAGE</b>		5.9%	0.0%	5.9%	0.0%	88.2%	100.0%

### **SPRING 2015**

**SLO #2:** Select appropriate fabrics and notions suitable to the garment's design.

**Assessment:** Final Project

For this project, the student is required to 'step into the shoes' of a fashion designer who is creating a specific line for a specific customer group. In addition to compiling a core group of appropriate garment designs for their target customer, the student is also required to specify appropriate fabrics for the design. Selecting an appropriate fabric involves identifying a suitable fiber, fabric type or construction, and weight for its usage (For instance, 100% wool gabardine would not be appropriate for athletic wear designed to be worn in a 'hot' yoga class.). Students must also select appropriate trims/notions for each garment. Some trims or notions may be decorative and some may be functional. Not all trims are visible, but they are still necessary, for instance, a zipper or buttons at the back neck or waistline to provide garment access. All trims must be specified and must be appropriate for the garment's function and aesthetics. Labeled pictures of any and all trims and their placement on the garments are required.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>SPRING 2015: FASH 021—PRINCIPLES OF FASHION (Angerhoffer &amp; Cruz)</b>
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SLO #2	SLO ASSESSMENT SCORES FOR 2 SECTIONS						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	5	1	3	2	2	12	25
PERCENTAGE		5.0%	15.0%	10.0%	10.0%	60.0%	100.0%

#### Analysis:

During the 2014-2015 academic year, the outcomes for 3 sections of FASH 021 were assessed. In the fall one section was assessed for both SLO #1 and #4. In the spring, two teachers assessed their classes for SLO #2.

Fall 14, SLO #1: A total of 17 students participated in this assessment. Of the 17 students, 16 (94%) performed satisfactorily or above (a score of 2-4), 12 of those students (70%) performed exceptionally well (a score of 4). One student (6%) scored below our standards (a score of 1). Trica Angerhoffer wrote:

- “The weakest area of performance in this project is the ‘specifications’ section requiring students to identify garment components and textiles. This is a difficult requirement for beginning students.”
- “Students generally do very well on this assessment if they participate. This project occurs later in the semester when students find themselves busy with projects in all of their courses and time is at a premium.”

Fall 14, SLO #5: A total of 17 students participated in this assessment. Of the 17 students, 16 (94%) performed satisfactorily or above (a score of 2-4), 15 of those students (88%) performed exceptionally well (a score of 4). One student did not participate and received a 0. Trica Angerhoffer wrote:

- “Creating these visual vocabulary lists is a very effective tool for student understanding, but it is also a very time consuming process for the students.”
- “Some students view this group of assessments as ‘busywork’ and don’t appreciate the knowledge gained until they have to refer back to it for later projects or have the opportunity to demonstrate the knowledge in the workplace.”

Spring 15, SLO #2: Tricia Angerhoffer’s course—A total of 14 students were assigned the Final Store Project. Five students (35.7%) did not participate in the Final Project and for purposes of this report received an ‘NA.’ Of the nine students who participated, all nine (100%) performed satisfactorily or above (a score of 2 - 4). Eight of those students (98.8%) performed exceptionally well (a score of 4) and one (1.1%) did very well (a score of 3). Trica Angerhoffer writes:

- “Despite student success on this project, the weakest area of performance on the Final Project was in the area of fabric and trim selection appropriate for their garments. This is to be expected in an entry-level introductory class.”

Spring 15, SLO #2: Monique Cruz did not report her results separately. It looks like of the 11 students remaining, 7 (63.6%) performed satisfactorily or above (a score of 2-4), 4 of those students (63.6%) performed exceptionally well (a score of 4). Three students (27.2%) scored below our standards (a score of 1). One student received a 0.

The data that Tricia Angerhoffer submitted is reliable for the fall and spring classes that she taught. She has been teaching this course for several years and helped design the content. Her feedback is thorough and thoughtful. Monique Cruz is a new teacher and new to the process of SLO assessment. Her results look low in comparison to the other courses. There may be error in using the rubric or entering data in eLumen. It takes a substantial amount of time to authentically assess, analyze and make recommendations on SLOs. Adjuncts aren't trained or paid to do it well.

### Reflections:

- Employing project based assessments has improved the participation and efficacy of ESL students who feel (perform) less efficient(ly) in lecture class formats.
- Providing examples of previous semester's assignments as a supplement to the written instructions for this project was very helpful.

### Recommendations:

While a 94% satisfactory student performance rate is quite good, it is always nice to find ways to improve.

- The weakest area of performance in this project is the 'specifications' section requiring students to identify garment components and textiles. This is a difficult requirement for beginning students. A detailed example of this portion of the final project would improve student performance in this area.
- Allowing students to work on the project in groups might lessen the failure to participate rate.
- Continue to **provide more project-based assessments to benefit ESL students and kinesthetic learners:** (See Recommendations Summary at the bottom of this report. EMP: A2)
- Providing visual examples of the assignment requirements in the instructions will help students who are visual learners or ESL students past the language component of the instructions.
- Allowing students to work in pairs to create a shared Google document or other online sharing tool visual vocabulary study sheets would cut the work load down, but students would still be responsible for learning the terms. The tradeoff would be that an online quiz would have to be added to test their understanding.
- Adding a historic or ethnic source of inspiration component to their final project might create a more immediate sense of appreciation and increase the perceived value of the assignment group.



- Add an additional scaffolding assignment to the introduction to fabrics/textiles section might be helpful. This could take the form of an online quiz or a discussion post in which students provide links to resources that help designers select appropriate fabrics and trims and provide examples of fabrics and trims suitable to a specific garment.
- **Give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4)

**Resource needs:**

- As with Fashion 2, this course could also benefit from allowing students to actually see the aspects of the garment industry that are discussed, specifically, a functioning design room. This could be accomplished through field trips to a manufacturing facility and through the use of guest speakers. One of our industry partners agreed to allow the fashion department to film the garment production process from concept to consumer, through all stages of sourcing, design, prototyping, wholesale sales, production (including production overseas), and retail sales for use in Fashion 2. Sections applying to the design room could be included in this course.

## **8. Course: FASH 105 — INTERMEDIATE FASHION DRAFTING AND DRAPING**

### **SPRING 2015**

**SLO #2:** Analyze a garment design, apply specific techniques to achieve the given design.

**Assessment:** The instructor received instructions from the union to not assess SLOs without compensation. As a result the SLOs for this section were not assessed.

## **9. Course: FASH 106 — ADVANCED PATTERN DRAFTING AND DRAPING**

FASH 106 was not taught during the 2014–2015 academic year.

## **10. Course: FASH 108 — PATTERNMAKING BY DRAPING**

### **SPRING 2015**

**SLO #2:** Analyze grain, learn to follow the grain to achieve perfect fit and design.

**Assessment:** The Wrap Dress

Drape a dress that will involve working with princess seams and contouring. The front bodice is draped on the bias, while the back bodice and skirt are draped on the straight grain. For this project students will drape and true the drape.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

<b>SPRING 2015: FASH 108—PATTERNMAKING FROM DRAPING (Cannon)</b>							
<b>SLO #2</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	0	1	1	15	17
<b>PERCENTAGE</b>		0.0%	0.0%	5.9%	5.9%	88.2%	100.0%

**Analysis:**

During the 2014-2015 academic year, the outcomes for 1 section of FASH 108 were assessed. A total 17 students remained in the class when the Wrap Dress draping project was evaluated. Of the 17 students, all 16 (100%) performed satisfactorily or above (a score of 2-4), 15 of those students (88.2%) performed exceptionally well (a score of 4).

Having 100% success rate is exceptional. There were 6 or 7 students in the class that showed aptitude and passion for draping, design and patternmaking. Their drive and perfectionism seemed to be contagious. When they completed their work (quickly and well) they helped their peers who may have been struggling with concepts or techniques. Normally we have a tutor in this class provided by the Learning Assistance Center, but none were available. Instead, they were ALL in this class as students. Many of these students have since gone on to earn their certificates, their degrees, get jobs in the industry or have transferred to design schools in NYC. What a wonderful group of people!

**Reflections:**

This has been my 6<sup>th</sup> year teaching the draping class. It's one of my favorites. When I saw that enrollment was going to be low, I heavily recruited for this class amongst students that I thought would excel in it, regardless if they met the pre-requisites. We had a good time in class and worked hard.

The biggest change that I do think helped the excitement level of the course was that I solicited a donation of dressforms from PGM, a local dressform manufacturer, hoping for one or two new forms to replaced the most broken in our inventory. After hearing about the state of our collection of forms, they donated 24 brand new forms, enough for each student in my class to work on a new one. It was certainly and amazing gift.

There was one student in the class the struggled more than the rest. He had overscheduled himself and was attempting to take five classes at once. While taking five fashion classes is doable for some, this student is a veteran and has some cognitive or emotional issues, perhaps from his time in the Marines and coming out to his family. I sat with this student several times while he was in tears, helping him figure out a game plan and encouraging him to visit counseling or veterans services. He was disinclined to go, even after I offered to go with him. He did manage to pass this and one other class that I was teaching, but didn't do well in the other three. I wish I could have helped him more.

### **Recommendations:**

While having a 100% success rate is exceptional, we would like to see improvement with the overall scores, so that more students achieve a score of 4. Our recommendations in descending order of importance are as follows:

- Upgrade the patternmaking/drawing side of the Fashion lab (R415) to become a true smart lab. In addition to an integrated projector, we would like to incorporate an overhead camera that can both record and project a tabletop process onto the screen behind the instructor. The students standing at the back of the crowd have a hard time seeing the procedures and often rely on classmates to show them what they couldn't see up close.
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Continue to have students analyze projects and fill out forms or worksheets in advance or during instruction, to guide them toward important points.** (See Recommendations Summary at the bottom of this report.) Based on past annual assessments the fashion department now provides students with a few forms to fill out to lead them in a more directed fashion through the steps of the project instead of students relying on their own notes from demonstration and worked examples, along with the text. Increasing the quantity of guided worksheets will further improve student success.
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)

### **Resource needs:**

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)

- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Continue to provide a teaching assistant or tutor in the classroom to support students** (See Resource Needs Summary at the bottom of this report. EMP: A2, A3.1, E1, E1.1)

## 11. Course: FASH 109 — COMPUTER AIDED FASHION DESIGN

### FALL 2014

**SLO #1:** Utilize Pattern Design software.

**Assessment:** Final grade for FASH 109

The entire course involves utilizing pattern design software to draft and manipulate patterns. Upon successful completion of this course, students will be able to use the software adopted for the term.

**Rubric:** Fashion Project Rubric (see page one of this report)

### Results:

FALL 2014: FASH 109—COMPUTER AIDED FASHION DESIGN (Cannon)							
SLO #1	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	1	1	4	9	15
PERCENTAGE		0.0%	6.7%	6.7%	26.7%	60.0%	100.0%

### Analysis:

During the 2014-2015 academic year, one outcome for one section of FASH 109 was assessed. A total of 15 students completed the required projects to complete FASH 001C. Of the 15 students, 14 (93.3%) performed satisfactorily or above (a score of 2-4), 9

of those students (60%) performed exceptionally well (a score of 4). One student (6.7%) did not pass the class with a satisfactory grade.

This is an advanced level class in the Fashion Program. By the time students are able to enroll in the class, they should have sufficient computer and patternmaking skills to succeed.

There is room for improvement to increase some of the student scores from 2s and 3s to 3s and 4s. For the students who earned lower scores, there is a strong correlation between poor performance and poor attendance. Students who do not attend regularly tend to be the ones that are less likely to succeed in fashion courses.

The high success rate can also be attributed to the fact that all of the digital patternmaking demonstrations were recorded and posted to Canvas. The students, who missed class, could often get caught up and the students who needed extra reinforcement could re-watch the demo several times until it makes sense. Many students took advantage of this resource.

The one student that did not pass the class and meet the SLO has struggled in all of her classes in the fashion program. I suspect there may be a learning disability.

### **Reflections:**

The success in this course has remained consistent for the last two years after a major course overhaul. The previous instructor's contract was not renewed. After taking over the course, in 2013, I changed all of the project, rubrics, and method of instruction. These changes seemed to have had the desired effect for the second year running.

### **Recommendations:**

The one aspect of teaching digital patternmaking software that couldn't be taught was how to use the program to digitize physical patterns so that they can be digitally manipulated. The fashion department's digitizing table was broken and hauled away. I would love to be able to add digitizing patterns back into the course content.

Additionally:

- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)

- **Offer more fashion courses in an Online or Hybrid format:** (See Recommendations Summary at the bottom of this report. EMP: A2.2, C2.1)
  - **This course would be a great candidate to be taught in a hybrid format.**
    - Students already are required to rent the digital patternmaking software for use at home.
    - Most of the content can be delivered digitally
    - Most of the assignments can be submitted digitally
    - Critiques and group discussions can happen in an online discussion or collaboration forum.

**Resource needs:**

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3) **\*\*Specifically, replace the digitizing table.**
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).

## **12. Course: FASH 110 — FASHION ILLUSTRATION**

### **FALL 2014**

**SLO #1:** Draw all aspects of detailed garments on a fashion figure

**Assessment:** Weekend Group Board

A t-shirt, pair of jeans and woven shirt are measured and drafted to scale including all construction details in Adobe Illustrator on a ¼ scale production flat croquis. When the flats are complete, they are rendered with color and texture, and then presented on a digital line sheet. This project spans 5-6 weeks of instruction and introduces them to several tools and techniques to render construction details.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

FALL 2014: FASH 110—FASHION ILLUSTRATION (Cannon)							
SLO #1	SLO ASSESSMENT SCORES FOR 2 SECTIONS OUT OF 3 OFFERED IN FALL 2014						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	2	3	1	4	13	23
PERCENTAGE		8.7%	13.0%	4.3%	17.4%	56.5%	100.0%

### SPRING 2015

**SLO #2:** Execute flat technical drawings in every fashion category.

**Assessment:** Manually Drawn Line Sheet

A hand-drawn collection of 1/4 scale technical production flats, drawn from life, including an assortment of tops, pants, skirts and dresses. Completed flats are reduced and organized on a background page with a typed title and item details.

**Rubric:** Fashion Project Rubric (see page one of this report)

### **Results:**

SPRING 2015: FASH 110—FASHION ILLUSTRATION (Cannon)							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	2	0	5	6	13
PERCENTAGE		0.0%	15.4%	0.0%	38.5%	46.2%	100.0%

**Analysis:** During the 2014-2015 academic year, two outcomes for FASH 110 were assessed; one in the fall for two sections and one in the spring for one sections. One additional section was taught by an adjunct that refrained from assessing SLOs based on the Union guidance.

Of the 36 students covered in this data, 29 (80%) performed satisfactorily or above (a score of 2-4), 23 of those students (52.8%) performed exceptionally well (a score of 4). 5 students (13.8%) scored below our standards (a score of 1), and 2 students (5.5%) did not complete and submit the assignments to the instructor by the due date.

The data is valid and reliable. One instructor used the same rubric to consistently assess student success. The students who completed the required assignments scored well on this assessment. The students who turned in incomplete assignments, or missed assignments altogether scored low.

In FASH 110, there is always a struggle with keeping the class together when all of the students come in with dramatically different computer comfort levels. For some, the demonstrations make sense the first time they watch them and they have to wait for the rest of the class to catch up. For others, reading the book, watching a demo, trial and error and even asking several questions has not been enough for them.

What is most telling in when interpreting the success rates for these courses is noting the very different success rates between them:

<b>FALL 2014: FASH 110—FASHION ILLUSTRATION – CRN #0289 (Cannon)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	2	1	4	9	16
<b>PERCENTAGE</b>		0.0%	12.5%	6.3%	25.0%	56.3%	100.0%

<b>FALL 2014: FASH 110—FASHION ILLUSTRATION – CRN #4548 (Cannon)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	2	1	0	0	4	7
<b>PERCENTAGE</b>		28.6%	14.3%	0.0%	0.0%	57.1%	100.0%

<b>SPRING 2015: FASH 110—FASHION ILLUSTRATION – CRN #30194 (Cannon)</b>							
<b>SLO #2</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	2	0	5	6	13
<b>PERCENTAGE</b>		0.0%	15.4%	0.0%	38.5%	46.2%	100.0%

- The Thursday Fall Class, CRN #0289 had an 87.5% success rate.
- The Friday Fall Class, CRN #4548 had a 57.1% success rate.
- The Thursday Spring Class, CRN #30194 had an 84.6% success rate.

Why such a huge difference? The Thursday Fall and Spring courses had success rates consistent with previous years. The Friday fall class fell short. There are a few factors that helped more students to succeed in the Thursday Fall and Spring courses:

- The assistance of a tutor in the classroom, provided by the Learning Assistance Center, played a significant part in the success of the students in this course. The



students who needed extra reinforcement were able to get one-on-one attention with a tutor while working on the industrial equipment.

- All of the computer illustration demonstrations were recorded and posted to Canvas. The students who miss class can sometimes get caught up, and the students who need extra reinforcement can re-watch the demo several times until it makes sense. Many students took advantage of this resource. The ones that did not score as high on their assessments did not.

The Friday Fall FASH 110 section particularly struggled for many reasons, including several disruptive situations. I was not able to effectively help everyone succeed. I am certain that several students dropped because of this. Here are several factors that contributed to the chaos:

- This section was taught in combination with an advanced digital design class. The advanced class traditionally doesn't have 20 students, so we supplement the enrollment by adding in an entry-level class, so the advanced students can complete their certificates in a timely manner and graduate. While I was lecturing the, the beginning students had lab time and vice-versa. This normally works out OK. In this case it didn't.
- Four out of the initially enrolled eleven students had disabilities. It is tricky to accommodate one student with disabilities in a class with minimal disruptions. Having four in a combination class was next to impossible.
  - One of the students was deaf and required interpreters. This student was not an effective student. Aside from her disability, she was often late to class and rarely did homework.
  - Another student had severe ADD, and from what I can tell may have been homeless at one point during the term, may have some substance abuse issues, and was an ex-convict. He was very vocal and would often speak to himself or answer out of turn and off topic.
  - A third had some attention and comprehension issues. There would be times where he would just stare off absently for a while. I also suspected some substance abuse issues.
  - Another student appeared to be 75+ years old and her hands were shaking considerably. This is a class that teaches manual and digital drafting. She had trouble holding a pen steady to make the technical drawings. She also struggled on the computer learning Adobe Illustrator and Photoshop and ultimately dropped the class.
- Normally the Learning Assistance Center provides an in-class tutor for this entry-level class. There were scheduling conflicts and there wasn't an available tutor. After a very painful first day, I reached out to the coordinator asking for help. She said it sounds like a DSPS problem, not a Learning Assistance Center problem. Not only did the disabled students suffer from lack of attention, but the other students who also legitimately needed help while I was lecturing the advanced did too.

- Having the interpreters in class was extremely distracting for the two gentlemen with ADD. One would attempt to mimic and communicate with the interpreters during demonstrations instead of paying attention. The other either watched the first one who was messing around with the interpreters or spaced out completely.
- I was unable to record my demonstrations and post them to the Canvas course shell.
  - I was unable to provide videos for the class though, because I did not have the resources to caption the videos myself.
  - Having the state caption the videos takes weeks of approval and lead-time. I only found out about the deaf student on the first day of class.
  - This impacted the students who missed class due to illness or family emergencies.
  - It also impacted students who were in need of review and repetition.
  - The students with attention issues suffered the most from lack of videos. They, more than anyone would have benefitted having videos to review in a quiet isolated place. I was unable to provide videos for the class though, because I did not have the resources to caption the videos myself. Having the state caption the videos takes weeks of approval and lead time. I only found out about the deaf student on the first day of class.
  - If I provided videos for the two students that needed them the most, then I was told I needed to provide them for everyone, and that meant captioning.

As for the less successful students in the Thursday Fall section of FASH 110, The Weekend Group Board is due the week after the last day to drop a class with a “W.” It is also about the time that students who are taking full loads get burnt out or sick and reached their maximum allowable absences in the class. The students who have trouble with basic computer concepts throughout the semester sometimes abandon the class after it is too late to drop it when they realize that many of the other students in class are progressing much faster than they are.

For the students who earned lower scores, there is a strong correlation between poor performance and poor attendance. Students who do not attend regularly tend to be the ones that are less likely to succeed on the project. Both the Manually Drawn Line Sheet and the Weekend Group projects span 4-week time periods. Missing a class means that they miss 25% of instruction for that project and access to the computer lab. Without official lab time it is often impossible to get caught up after an absence. Some students had unavoidable family issues that term and did not end up finishing their final projects. Other students did not exhibit an adequate commitment level to the course, regardless of instructor intervention.

## **Reflections:**

Normally, FASH 110 is one of my favorite courses to teach. Digital illustration is my specialty. I designed projects that I feel engage students and teach them what they need to know in order to succeed as designers after graduation. But, I was very discouraged after the fall term.

My contract is to teach three lecture/lab classes for a full load. During the fall term, I taught two full lecture/lab classes and two combined lecture/lab classes—a total of six sections. That involved double the preparation and course management as my usual workload. The other full-time faculty was on sabbatical and I had to pick up the slack. By the time Friday rolled around, I had little left to give.

I still think that this course is one of the best that we offer in the Fashion program. I think that this last Fall though, the resources available to the instructor and the disabled students fell short.

#### **Recommendations:**

While an 80% overall satisfactory student performance rate is quite good considering the varied skill sets and the setbacks encountered during this last academic year, we would like to see improvement with helping the students who are struggling because of missed classes and demonstrations, and who are not computer savvy. Feedback from students indicates that the biggest obstacle to demonstrating outcomes in Fash110 is the need for more time to work with the Adobe Creative Suite. We also need much more instructor support when classes have disabled students. Our recommendations are as follows:

- **Hire an additional full-time faculty member to replace the one that retired:** (See Recommendations Summary at the bottom of this report. EMP: A3.1)
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)

#### **Resource needs:**

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Hire an additional full-time faculty member to replace the one that retired:** (See Resource needs summary at the bottom of this report. EMP: A3.1)
- **Provide more access for students to the Adobe Creative Suite on campus:** (See Resource Needs Summary at the bottom of this report. EMP: C2, C4)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. A2., C2.3)
- **Provide direction, training and resources to develop a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A2.1)
- **Continue to provide a teaching assistant or tutor in the classroom to support students** (See Resource Needs Summary at the bottom of this report. EMP: A2, A3.1, E1, E1.1)

### 13. Course: FASH 111A — INTRODUCTION TO FASHION DESIGN

#### FALL 2014

**SLO #1:** Demonstrate an in-depth understanding of design concepts in relation to the target customer.

**Assessment:** Design Project #1

Students prepare a presentation that includes; garment designs represented as fully rendered technical sketches, inspiration, target market research, category, season, price range, design concept, mood boards, color and trend prediction, customer profile, a store visit, and fabric and trim selection.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

FALL 2014: FASH 111A—INTRODUCTION TO FASHION DESIGN (Cannon)	
SLO #1	SLO ASSESSMENT SCORES FOR 1 SECTION

SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	5	0	2	9	16
PERCENTAGE		0.0%	31.3%	0.0%	12.5%	56.3%	100.0%

### **SPRING 2015**

**SLO #2:** Produce fashion designs that focus on a specific category, season, price range and target customer.

**Assessment:** Design Project #1

Students prepare a presentation that includes; garment designs represented as fully rendered technical sketches, inspiration, target market research, category, season, price range, design concept, mood boards, color and trend prediction, customer profile, a store visit, and fabric and trim selection.

**Rubric:** Fashion Project Rubric (see page one of this report)

### **Results:**

<b>SPRING 2015: FASH 111A—INTRODUCTION TO FASHION DESIGN (Cannon)</b>							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	0	4	2	8	14
PERCENTAGE		0.0%	0.0%	28.6%	14.3%	57.1%	100.0%

### **Analysis:**

During the 2014-2015 academic year, two outcomes for FASH 111A were assessed; one in the fall for 1 section and one in the spring for 1 section. Of the 30 students who were assessed, 5 (83.3%) performed satisfactorily or above (a score of 2-4), 17 of those students (56.6%) performed exceptionally well (a score of 4). The remaining 5 students (16.6%) scored below our standards (a score of 1), exhibiting only developing skills with their work.

The data is valid and reliable. One instructor taught both sections offered this last academic year and used the same rubric to consistently assess student success. The students who completed the required assignments scored well on this assessment. The students who turned in incomplete assignments scored low.

This is one of the last courses required to earn a 24-unit Fashion Assistant Certificate of achievement. Most students who register for this course do quite well on their design

projects. Students who do not attend regularly are less likely to succeed on the project, as they are less likely to follow instructions and submit all parts of the project.

The results from the Spring 2015 term were satisfactory. All of the students succeeded in meeting the baseline acceptable level of the SLO.

More students struggled with success in the fall term than the spring term on the same assignment. After digging around further I realize that most of the students that struggled the most were part of one of two FASH 110 classes from the previous year that had problems. These students passed FASH 110, a prerequisite for FASH 111A, without the requisite knowledge to move on and succeed.

According to the last report:

“During the 2013-2014 academic year The overall student success dropped this academic year by almost 9% from last year’s report. The projects and rubrics were unchanged. The difference can be attributed to staffing issues. During the Fall semester, there was an emergency adjunct hire to fill an opening. Students complained that this instructor didn’t cover all of the material that they saw was required of them in Canvas. They also complained that she was unwilling to repeat or review concepts. These students often attended another section of the class to get help with concepts that they were struggling with.

In the spring semester, a new teacher was assigned to replace the emergency hire. She was received well by the students. Early on in the term, this instructor had an accident that required surgery and that she take a 7-week leave of absence. One class was cancelled, then the other six were covered by the previous emergency hire. The student’s education was disjointed and several concepts weren’t covered. The final project had to be truncated upon the instructor’s return. These students have since struggled with the next level of classes and have indicated that they didn’t learn enough that term.”

Several of the students who finished one of these two sections “successfully,” but without actually meeting the defined SLOs, ended up signing up for the Summer 115 course, where they re-learned what they should have been taught the previous year and then were able to move on to the next level.

The students who didn’t take the supplemental FASH 115 class were lost and unprepared to digitally illustrate their ideas when the projects were assigned in FASH 111A.

One of the students who did not succeed in meeting the 111A SLO outcome is a DSPS student who has been mentioned previously in this report. She requires constant monitoring. There have been several outbursts that were disruptive to the class. This student cannot “Demonstrate an in-depth understanding of design concepts in relation

to the target customer” as the SLO states, because she cannot show an understanding of basic behavior norms in a group situation. We have been in constant contact with the DSPS office about this student.

**Reflections:**

Besides the pre-requisite and DSPS trouble listed above, in most cases, students who do not perform well in this course have not rehearsed and automatized the requisite skills from prerequisite courses such as Fash1A, Fash2, Fash21 and Fash110. Some review is provided as part of Fash111A, and access to content from those courses is made available to students. For example, students had access to video tutorials from the prerequisite Fash110 digital illustration class in case students needed to brush up on certain topics.

A few students struggle throughout the semester and do not show satisfactory performance. Often it is because they lack college readiness and college-level basic skills such as: reading comprehension, writing, math, measuring, note taking, completing homework, time-management, motivation, self-regulation, and use of materials such as textbooks, handouts and videos. Some students seem to lack experience in following directions, both written and verbal.

There are also students who lack cultural competence and self-awareness as well as the ability to understand others. This negatively impacts their ability to design items that are appropriate for specific target customers. Students who take action guided by feedback provided in prerequisite courses have more success.

Several steps to improve student success in this course have already been implemented including:

- Students analyze the project before they begin. Students participate in discussions on how they might tackle the project and the steps leading up to the final product – most of which is review from prerequisite courses.
- The project is broken down in to smaller chunks to lead them in a more directed fashion though the steps of the projects along with demonstrations and worked examples.
- While each student must submit their own original work, students are encouraged to discuss strategy, techniques and findings with each other during all phases of the project.
- In addition to receiving formative feedback from the instructor (on previous projects, before this project begins, as well as on the current project), students also engage in peer feedback at various stages during the process of completing this project.

**Recommendations:**

This course provides students an opportunity for students to use material from prerequisite courses to hone and demonstrate their own interests and vision in a guided

manner. Students require motivation to experience the most benefit from this process. Instructors could aid in this process by understanding how to foster motivation and self-regulation in individual students.

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP: A1.1, A2.)
- **Continue to give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4)

#### **Resource needs:**

- **Provide more access for students to the Adobe Creative Suite on campus:** (See Resource Needs Summary at the bottom of this report. EMP: C2, C4)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).



## 14. Course: FASH 111B — INTERMEDIATE FASHION DESIGN

### FALL 2014

**SLO #1:** Demonstrate an in-depth understanding of design concepts in relation to the target customer.

**Assessment:** Design Project #1

Students prepare a presentation that includes; garment designs represented as fully rendered technical sketches, inspiration, target market research, category, season, price range, design concept, mood boards, color and trend prediction, customer profile, a store visit, and fabric and trim selection.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

FALL 2014: FASH 111B—INTERMEDIATE FASHION DESIGN (Cannon)							
SLO #1	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	0	0	0	1	2	4	7
PERCENTAGE		0.0%	0.0%	14.3%	28.6%	57.1%	100.0%

### SPRING 2015

**SLO #2:** Prepare designs for fashion collections in a specific target market, apparel category, price range, and season.

**Assessment:** Design Project #1

Students prepare a presentation that includes; garment designs represented as fully rendered technical sketches, inspiration, target market research, category, season, price range, design concept, mood boards, color and trend prediction, customer profile, a store visit, and fabric and trim selection.

**Rubric:** Fashion Project Rubric (see page one of this report)

**Results:**

SPRING 2015: FASH 111B—INTERMEDIATE FASHION DESIGN (Cannon)							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL

<b>ACTUAL</b>	0	0	0	1	1	4	6
<b>PERCENTAGE</b>		0.0%	0.0%	16.7%	16.7%	66.7%	100.0%

### **Analysis:**

During the 2014-2015 academic year, two outcomes for FASH 111A were assessed; one in the fall for 1 section and one in the spring for 1 section. Of the 13 students who were assessed, all 13 (100%) performed satisfactorily or above (a score of 2-4), 8 of those students (61.5%) performed exceptionally well (a score of 4). Two students (15.3%) scored adequately (a score of 2), exhibiting the bare minimum skills needed to pass.

The data is valid and reliable. One instructor taught both sections offered this last academic year and used the same rubric to consistently assess student success. The students who completed the required assignments scored well on this assessment. The students who turned in incomplete assignments scored low.

FASH111B is one of several courses that students can choose to take as one of the last in a series of courses required to earn a 44-unit Fashion Design Certificate of Achievement. Most students who register for this course do quite well. Students who do not attend regularly are less likely to succeed on the project, as they are less likely to follow instructions and submit all parts of the project.

One of the students who scored lower did not do the necessary market research to determine the appropriate quality level for his chosen target customer. He lived over an hour away from school and was often late or had to leave early. Many of the building block assignments that led up to this assessment were not turned in, or were incomplete.

The other student who struggled to meet the requirements of this SLO was the Marine veteran mentioned earlier in this report. He had overscheduled himself and was attempting to take five classes at once. While taking five fashion classes is doable for some, this student is a veteran and has some cognitive or emotional issues, perhaps from his time in the Marines and coming out to his family. I sat with this student several times while he was in tears, helping him figure out a game plan and encouraging him to visit counseling or veterans services. He was disinclined to go, even after I offered to go with him. He did manage to pass this and one other class that I was teaching, but didn't do well in the other three. I wish I could have helped him more.

### **Reflections:**

While a 100% success rate is definitely acceptable two students exhibited the bare minimum skills required to achieve the SLOs. In most cases, students who do not perform well in this course have not rehearsed and automatized the requisite skills from prerequisite courses such as Fash111A, Fash5 and Fash110. Some review is provided as

part of Fash111B, and access to content from those courses is made available to students.

A few students struggle throughout the semester and do not show satisfactory performance. Often it is because they lack college readiness and college-level basic skills such as; reading comprehension, writing, math, measuring, note taking, completing homework, time-management, motivation, self-regulation, and use of materials such as textbook, hand outs and videos. Some students seem to lack experience in following directions, both written and verbal.

Several steps to improve student success seemed to have worked in this course. All of the students during this academic year succeeded in meeting the SLOs to one degree or another. Improvements that were implemented included::

- Students are given resources (video, audio, text) to aid in reviewing, refreshing and strengthening prerequisite skills.
- Students analyze the projects before they begin and assess at several key points though out the process. Students participate in discussions on how they might tackle and/or improve projects.
- The project is broken down in to smaller chunks to lead them in a more directed fashion though the steps of the projects along with demonstrations and worked examples.
- While each student must submit their own original work, students are encouraged to discuss strategy, techniques and findings with each other as well as with multiple experts during all phases of the project.
- In addition to receiving formative feedback from the instructor (on previous projects, before this project begins, as well as on the current project), students also engage in peer feedback at various stages during the process of completing this project.

### **Recommendations:**

This course provides students an opportunity for students to use material from prerequisite courses to hone and demonstrate their own interests and vision in a guided manner. Students require motivation to experience the most benefit from this process. Instructors could aid in this process by understanding how to foster motivation and self-regulation in individual students.

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).

- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)
- **Continue to give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4)

#### **Resource needs:**

- **Provide more access for students to the Adobe Creative Suite on campus:** (See Resource Needs Summary at the bottom of this report. EMP: C2, C4)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3)
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).

## **15. Course: FASH 111C — ADVANCED FASHION DESIGN**

### **FALL 2014**

**SLO #1:** 1. Create and present a cohesive portfolio consisting of a unified body of work targeting a particular market and customer.

#### **Assessment: Portfolio**

Students hone their craft, refine their vision and create a portfolio that will serve as an interview tool for transfer to a university or gainful employment in the fashion industry. Students work during the semester to design, review, and revise new, as well as past,

digital and manual projects. At the end of the semester, student assemble their best work into two portfolios; one digital and one physical hard copy to be presented to and reviewed by peers, the instructor and at least one more advanced student and industry professional.

**Rubric:** Fashion Project Rubric (see page one of this report)

<b>FALL 2014: FASH 111C—ADVANCED FASHION DESIGN (Cannon)</b>							
<b>SLO #1</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	0	0	1	0	0	0	1
<b>PERCENTAGE</b>		0.0%	100.0%	0.0%	0.0%	0.0%	100.0%

**Analysis:**

During the 2014-2015 academic year, one outcome for one section of FASH 111C was assessed. Only one student out of three was left in the class at the time of assessment . This student did not succeed in meeting the SLO and received a score of 1.

The data is valid and accurate. FASH 111C was designed to be a capstone class for the 44-unit fashion design certificate. In the Fall 2015 term, FASH 111C was taught in combination with FASH 111A, in order to allow the most advanced students the opportunity to complete their certificate. Two out of the three enrolled students ended up dropping the course due to work conflicts. The remaining student was underprepared and ill-equipped to succeed in the class. This student, based on their skills should not have passed the prerequisite classes.

This is an advanced level class in the Fashion Program. By the time students are able to enroll in the class, they should have sufficient computer and patternmaking skills as well a concept of design. This student had the former but did not have the latter.

**Reflections:**

In most cases, students who do not perform well in this course have not rehearsed and automatized the requisite skills from prerequisite courses such as Fash1A, Fash2, Fash21 and Fash110, FASH 111A, FASH 111B, and FASH 108. Some review is provided as part of Fash111C, and access to content from those courses is made available to students. For example, students had access to video tutorials from the prerequisite Fash110 digital illustration class in case students needed to brush up on certain topics.

This particular student has consistently shown a lack of cultural competence and self-awareness as well as the ability to understand others in previous classes. This negatively impacted her ability to design items that are appropriate for specific target customers.

This particular student excelled at classes where she was asked to follow specific directions. When asked to solve problems, she fell short.

Rather following the planned FASH 111C curriculum, which she clearly wasn't ready for, I had her do the same projects as the FASH 111A class that her section was combined with. In comparison with the students that had over a year less experience, she still fell short of achieving the goals of that class.

We tend to work toward helping every student succeed so that they can get certificates. But in some cases we need to recognize when students are not suited to be designers, and be less lenient about passing students through from prerequisites. Some students can benefit from taking prerequisites again or being counseled out of the program.

### **Recommendations:**

This course provides students an opportunity for students to use material from prerequisite courses to hone and demonstrate their own interests and vision in a guided manner. Students require motivation to experience the most benefit from this process. Instructors could aid in this process by understanding how to foster motivation and self-regulation in individual students.

- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)
- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)
- **Continue to give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4)
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Offer more fashion courses in an Online or Hybrid format:** (EMP: A2.2 , C2.1)

### **Resource needs:**

- **Provide more access for students to the Adobe Creative Suite on campus:** (See Resource Needs Summary at the bottom of this report. EMP: C2, C4)
- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3)

- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).

## 16. Course: FASH 115 — INTERMEDIATE COMPUTER-ASSISTED FASHION GRAPHICS

### SPRING 2015

**SLO #2:** Utilize the computer and peripheral devices to create original illustrations and diagrams suitable for the fashion industry.

**Assessment:** Lined Blazer Technical Flats Project

Students find, digitally photograph, then make very detailed, perfectly proportioned, inside and outside technical flats of a constructed lined blazer, based on their photographs. Students fill the blazer parts with a custom pinstripe pattern to establish grain line. The students use a Wacom tablet and stylus and Adobe Illustrator to complete the illustrations.

**Rubric:** Fashion Project Rubric (see page one of this report)

SPRING 2015: FASH 115—INTERMEDIATE COMPUTER-ASSISTED FASHION GRAPHICS (CANNON)							
SLO #2	SLO ASSESSMENT SCORES FOR 1 SECTION						
SCORE	N/A	0	1	2	3	4	TOTAL
ACTUAL	1	3	1	2	1	7	14
PERCENTAGE		15.4%	7.7%	15.4%	7.7%	53.8%	100.0%

**Analysis:**

During the 2014-2015 academic year, one outcome for one section of FASH 115 was assessed. 13 out of the 14 students were still attending this course at the time the Lined Blazer Technical Flats Project was submitted and evaluated. Of the 13 students that were assessed, 10 students (71.4%) performed satisfactorily or above (a score of 2-4), 7 of those students (50%) performed exceptionally well (a score of 4).

The results of the data are reliable and valid. The Lined Blazer Technical Flats Project aligns well with SLO #2.

This term FASH 115 was taught as a hybrid class, in combination with the capstone FASH 130 course. It was scheduled for weekly two-hour meetings with two-hours worth of online content. My goal for this class was to provide flipped instruction—students could pre-watch video demonstrations, then come to the face-to-face portion of the class to work and get additional guidance. But the deaf student mentioned earlier in the FASH 110 course—who barely passed the prerequisite class—signed up for this class a week before the semester started. I did not have the time or resources to caption the videos myself.

I started the process of applying for a grant for \$45,000 to caption the previous terms videos. After several rounds of signatures, a few weeks into the semester the paperwork got lost in someone's inbox. I was suddenly unable to show videos...in a hybrid class. This changed the face-to-face portion of the class to a lecture-only format. I didn't have time to help students, and they didn't have the ability to review subject matter. I believe this affected the success rate for this class negatively.

Incidentally, after throwing the class into upheaval, the deaf student was excessively late and had attendance issues around the time this SLO was assessed. DSPS pulled her interpreter privileges and she ended up not returning to class.

### **Reflections:**

I continued to refine and improve this course, which had previously a 90% success rate, but the inability to use videos hurt the entire class.

### **Recommendations:**

We would like to see improvement with helping the students who are struggling because of missed classes and demonstrations, and who are not computer savvy. Feedback from students indicates that the biggest obstacle to demonstrating outcomes in Fash115 is the need for more time to work with the Adobe Creative Suite. We also need much more instructor support when classes have disabled students. Our recommendations are as follows:

- **Hire an additional full-time faculty member to replace the one that retired:** (See Recommendations Summary at the bottom of this report. EMP: A3.1)
- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Develop more effective relationships with DSPS and counseling.** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)



- **Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (See Recommendations Summary at the bottom of this report. EMP: A2, A3.2, B1.1)
- **Provide students more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).
- **Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Recommendations Summary at the bottom of this report. EMP;A1.1, A2.)

#### **Resource needs:**

- **Hire an additional full-time faculty member to replace the one that retired:** (See Resource needs summary at the bottom of this report. EMP: A3.1)
- **Provide more access for students to the Adobe Creative Suite on campus:** (See Resource Needs Summary at the bottom of this report. EMP: C2, C4)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. A2., C2.3)
- **Provide direction, training and resources to develop a short and intense course offering in basic skills to accelerate course and sequence completion:** (See Resource Needs Summary at the bottom of this report. EMP: A1.1, A2.1)
- **Continue to provide a teaching assistant or tutor in the classroom to support students** (See Resource Needs Summary at the bottom of this report. EMP: A2, A3.1, E1, E1.1)

## **17. Course: FASH 124 — HISTORY OF COSTUME**

### **FALL 2014**

**SLO #1:** Describe a typical garment worn by the people of various historical periods.

### **SPRING 2015**

**SLO #2:** Analyze effects of economic, social and political events on garments worn during each period.

**Assessment:** The instructor received instructions from the union to not assess SLOs without compensation. As a result the SLOs for this section were not assessed.

## **18. Course: FASH 126 — HISTORICAL COSTUME MAKING**

### **SPRING 2015**

**SLO #2:** Assemble samples that show an understanding of historical costume construction skills and textile selection.

**Assessment:** The instructor received instructions from the union to not assess SLOs without compensation. As a result the SLOs for this section were not assessed.

## **19. Course: FASH 130 — FASHION WORKSHOP**

### **SPRING 2015**

**SLO #2:** Identify and apply advanced pattern drafting principles to create new silhouettes.

**Assessment:** Patterns for Fash130 Collection.

**Rubric:** Fashion Project Rubric (see page one of this report)

<b>SPRING 2015: FASH 130—FASHION WORKSHOP (Cannon)</b>							
<b>SLO #2</b>	<b>SLO ASSESSMENT SCORES FOR 1 SECTION</b>						
<b>SCORE</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>TOTAL</b>
<b>ACTUAL</b>	1	0	0	1	0	6	7
<b>PERCENTAGE</b>		0.0%	0.0%	14.3%	0.0%	85.7%	100.0%

### **Analysis:**

During the 2014-2015 academic year, one outcome for one section of FASH 130 was assessed. One student dropped out during the term due to work. Of the seven remaining students, all of them performed satisfactorily (a score of 2-4). Six of those students (85.7%) performed exceptionally well (a score of 4).

The data is valid and accurate. Fash130 was designed to be a capstone class for the 44-unit fashion design certificate. In Spring 2015, FASH 130 was taught in combination with

another course. The students who completed the course showed motivation and self-regulation while working on their final collections for the program.

The one student who scored lower did not do the necessary market research to determine the appropriate quality level for his chosen target customer. He lived over an hour away from school and was often late or had to leave early. He did meet the bare minimum requirements to successfully complete the course, but he patterns that were submitted for review were often sloppy, disproportionate, and missing notations.

### **Reflections:**

The six students who scored a 4 showed a strong work ethic and desire to not only meet, but also exceed the expectations of the instructor. They were passionate about their work and eager to create high quality designs for their customer. They are serious fashion majors working to complete their certificates. Since graduation, two have transferred to design schools in NYC to complete their bachelors, one transferred to a CSU and two are working in the Fashion industry. These students definitely exhibited mastery in the SLO.

This course is serving our students well. They leave the program with strong portfolio pieces and the knowledge to drive and succeed.

### **Recommendations:**

- All of the students indicated on a regular basis that they would love **more access to the fashion lab to use the industrial equipment and technology:** (See Recommendations Summary at the bottom of this report. EMP: A2, C2.3, C4).

Other recommendations include:

- **Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).
- **Offer more fashion courses in an Online or Hybrid format:** (See Recommendations Summary at the bottom of this report. EMP: A2.2, C2.1)
- **Give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (See Recommendations Summary at the bottom of this report. EMP: D4)

### **Resource needs:**

- **Upgrade some of the fashion lab sewing, patternmaking equipment, and technology** (See Resource Needs Summary at the bottom of this report. EMP: C2.3)

- **Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, C2.3)
- **Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).
- **Provide funding to have previous lectures close captioned for future classes.** (See Resource Needs Summary at the bottom of this report. EMP: A2, B1.4, B1.3).

## Recommendations Summary

**1. Hire an additional full-time faculty member to replace the one that retired:** (See Recommendations Summary at the bottom of this report. EMP: A3.1) When one of the three full-time faculty members retired, she was not replaced. It has been a struggle to staff the positions that she has left vacant since. Student performance in the courses with revolving new adjunct instructors is suffering and the remaining full-time faculty members are overloaded with extra departmental duties. Many of the courses that have been filled with new adjunct instructors have not had SLOs assessed, so there is not a lot of clear data to go on. Anecdotal evidence as well as comments left in instructor evaluations have indicated that a few of the new hires (who have since been replaced by yet another round of new hires) have been erratic, unsupportive, and not fully up-to-speed with the course assignments or learning management systems. Re-hiring and re-training at the beginning of each academic year has been a strain on the department.

**2. Pre-record demonstrations for flipped instruction and/or concept reinforcement and have them captioned in advance.** (See Recommendations Summary at the bottom of this report. EMP: A2, B1.4, B1.3, E1).

### **How the Fashion department currently uses lecture recordings:**

For the last two and a half years, the instructor of the computer illustration, graphics and patternmaking courses has been using lecture-capture software (Camtasia Relay) to record all of the on-screen demonstrations of the software and drawing techniques live in each class. These screen casts are uploaded to Canvas. Posting video of the lectures to the LMS has given students access to the videos both during their in-class lab time and at home when they are working on homework.

These recordings have helped students who missed class for health or other reasons and couldn't complete assignments because they didn't see a demonstration. These students can sometimes get caught up based on the recordings alone, and students who need extra reinforcement can re-watch the demo several times until it makes sense. ESL students have especially benefitted from these lecture capture recordings because they can start, stop, pause and re-wind parts of lectures that went too fast for them live. Students indicate that they love having the lectures to go back to in order to double-check their notes, or re-watch something that they might have missed.

While we have had success lecture capturing in computer labs, the process could be improved. The main trouble with recordings made on the fly during is that the noise in the lab can obscure what the instructor is saying. Students asking questions, which is great in class, but that can interrupt the process and lengthen the video. To be effective, we have found that videos need to be short, and to the point. Instructors agreed that chunking concepts into a series of short videos would produce the best results.

While the videos have been invaluable for our students, we have been told by DSPS we need to have them captioned for the hearing impaired. This is too time-consuming to do by hand, and we have no budget for a service to caption them. We need to build in a process and a budget for captioning a semesters' worth of all videos. We could spend a summer creating clean, clear lectures that could easily be captioned and then used throughout the semester.

**Filming manual demonstrations:**

Video recordings are equally important for manual demonstrations, but are harder to do. Much of the content in the construction (FASH 001A, FASH 001B, FASH 001C, FASH 126, and FASH 130) and patternmaking courses (FASH 005, FASH 105, FASH 106, FASH 108) is reliant on demonstration with equipment and materials. Most instructors perform the same demonstration repeatedly in a class to teach a process. That's often because students can't see the demonstration the first time because unlike computer classes, the demonstrations are not projected. Multiple demonstrations limit the time that instructors can spend interacting with students in class, and time students can spend working with the equipment.

We know videos have been helping our fashion students overcome some of these same problems in the computer graphics courses, so we attempted to video demonstrations in sewing and patternmaking classes. We've had less success filming manual demonstrations. The set-up was awkward and time-consuming and stalled the pace of the class. You could not always hear the instructor's voice, and the camera angles did not capture all parts of the process. Some instructors have tried making the videos at home, on non-industrial equipment. While the instructor's voice can be clearly heard, the difference in equipment served to confuse students.

**Flipping classes:**

We believe that the Fashion Design could benefit from implementing several points in the PCC Educational Master Plan by trying out new and innovative teaching approaches (B1.4) that are more effective (B1.3), including alternative methods of instruction (B1.3) in order to improve success of our diverse student body in the pursuit and persistence of students' educational and career goals (A2.).

One of the innovative teaching ideas is that pre-recorded videos of lectures and demonstrations could help to "flip" the classroom.

If the videos of the instructor's demonstrations were planned and scripted in advance, and made on the proper equipment, in a quiet environment, the videos would be more helpful to students. Ideally, these videos would include animations and text to allow students to work toward a mastery orientation. If these videos were uploaded to the Canvas course shells before the particular learning module started, watching

demonstrations could be homework, perhaps accompanied by a worksheet, guiding students in the note-taking and comprehension process.

Students could watch the videos repeatedly if necessary and come to class, ready with questions. With less time spent demonstrating processes repeatedly during class, instructors could spend more time scaffolding the learning process for individual students, and increase student success. Less time spent watching demonstrations in class could also equate to students spending more time working on the equipment in class.

These pre-recorded video demonstrations would also provide the instructor and students with tools for differentiated instruction, and let students to work at their own pace.

**What it would take:**

We need release time to prepare and to film demonstrations without a room full of students that reduce the quality of the recording.

Videos could be made by placing two inexpensive web cams, a cutting table, iron, lock stitch machine, overlock machine and coverstitch machine in the fashion department office. We have some low-tech ideas for creating text and diagrams, but video editing software and help with the editing would be ideal.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 2, FASH 005, FASH 108, FASH 110, FASH 111A, FASH 111B, FASH 111C, FASH 115, FASH 130, and FASH 107C (now FASH 106)

**3. Provide students more access to the fashion lab to use the industrial equipment and technology:** (EMP: A2, C2.3, C4). Lack of access to industrial equipment and technology can prevent students from reaching outcomes. This can be due in part to broken-down equipment that is in need of repair, or to a limited number of machines.

The fashion department has two coverstitch machines, one buttonhole machine (dating from 1875), one blind hem machine, nine overlock machines and four pressing stations (which are all out currently out of order). Classes are generally capped at 26 students because the lab contains 26 lockstitch machines. However, not all textiles can be sewn with lockstitch machines and many of the projects that students are assigned need to be sewn with overlock and coverstitch machines. This means that up to 26 students can be competing for time on two machines (providing they are both in working order).

The fashion department also has 20 student workstations, a few with scanners, 6 printers (all out of order), and one 36" pattern plotter (currently out of order). The lab

used to have a pattern-digitizing table that was broken beyond repair. It was picked up, but not replaced.

In order to provide students with more access to the fashion lab industrial sewing equipment and cutting tables, we have two recommendations:

1. Upgrade some of the fashion lab sewing, patternmaking equipment, and technology (EMP: C2.3) — see resource request section below.
2. Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes. (A2., C2.3) — see resource request section below.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 005, FASH 105, FASH 106, FASH 108, FASH 109, FASH 110, FASH 111A, FASH 111B, FASH 111C, FASH 115, and FASH 130

**4. Students who wish to enter the Fashion Design Program could benefit from some preparation such as a short and intense course offering in basic skills to accelerate course and sequence completion:** (EMP;A1.1, A2.) Many of the students who do not perform well in the fashion program courses show lack of college readiness skills such as time management, self-regulation, basic math and measuring, reading, and note-taking skills. Some class time is spent on discussions of time management, self-regulatory strategies, and basic skills, but it is not enough.

Support for these students could come in the form of a fashion pathway, fashion jam or fashion-focused College1 course that covers topics such as; use of materials such as textbook, hand outs and videos, following directions, both written and verbal, reading and comprehension, writing, math, note-taking, the difference between collaboration and plagiarism, time management, and self-regulation skills as they apply to fashion design or merchandising programs or careers.

**Courses that would benefit from this recommendation:** FASH 1A , FASH 2, FASH 21, FASH 5, FASH 110, FASH 111A, FASH 111B, FASH 111C, and FASH 124

**5. Offer more fashion courses in an Online or Hybrid format:** (EMP: A2.2 , C2.1) This past summer, C&I FASH 2, FASH 21, and FASH 115 as online or hybrid courses. Adding more online or hybrid classes to the Fashion curriculum will give more students access to classes that may not fit their work or GE schedules. This would also allow the “speedy” students to work at their own pace without having to wait for the next lecture and give students who need to more reinforcement to take extra time if necessary. Hybrid class meetings could be then dedicated to design concept discussions, group work, project troubleshooting, and presentations. We plan on adding these online/hybrid courses into the regular scheduling rotation. We are also planning on



submitting FASH 9, FASH 111C, FASH 124, and FASH 130 for approval to be taught in an online/hybrid format in the coming year.

**Courses that would benefit from this recommendation:** FASH 2, FASH 9, FASH 21, FASH 111C, FASH 115, FASH 124, and FASH 130

**6. Provide more project-based assessments to benefit ESL students and kinesthetic learners:** (EMP: A2) ESL fashion students indicate that they do not feel efficacious in lecture classes and often drop them before completion or score poorly on assessments. Employing more project-based instruction and assessments will help engage students more than reading/lecture/testing formats. This strategy is already being employed in FASH 2, FASH 21, and FASH 9 for Fall 2014 and we expect improvement in student outcomes scores for both ESL and English-speaking kinesthetic learners.

**Courses that would benefit from this recommendation:** FASH 2, FASH 9, FASH 21, and FASH 124

**7. Divide larger projects into smaller blocks to pace students and give them feedback more frequently:** When students are asked to reflect on their final project work and if they would do anything differently, invariable over half of them will mention something about wishing they hadn't procrastinated or had managed their time better. Breaking major projects into smaller blocks that build to a final project and assigning each project a due date may help students stay on task and not fall behind. Providing student with feedback as each portion of the project is completed, and providing time to make corrections will improve overall performance and improve learning.

**Courses that would benefit from this recommendation:** FASH 1B, FASH 1C, FASH 2, FASH 9, FASH 21, FASH 124, FASH 107C (now FASH 106)

**8. Give students first-hand experience with the garment industry through guest speakers, video of the production process, and visits to design rooms and factories:** (EMP: D4) Several fashion courses could benefit from allowing students to actually see the aspects of the garment industry that are discussed. One of our industry partners agreed to allow the fashion department to film the garment production process from concept to consumer, through all stages of sourcing, design, prototyping, wholesale sales, production (including production overseas), and retail sales for use in this course. Offering students more field trips and guest speakers will help students connect what they are learning in the classroom with what a career in the fashion-industry is really like. It will also help to strengthen industry ties with the Fashion department.

**Courses that would benefit from this recommendation:** FASH 2, FASH 111A, FASH 111B, FASH 111C, FASH 130

**9. Have students analyze projects and fill out forms or worksheets in advance or during instruction, to guide them toward important points.** Have students analyze the project before they begin. Lead a discussion on how they might tackle the project before showing them how to perform the tasks and what order in which they should be performed. Provide students with a form to fill out to lead them in a more directed way through the steps of the project instead of students relying on their own notes from demonstration and worked examples, along with the text. This will help them understand how good notes should be taken and how it is important to follow each step in order.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 2, FASH 21, FASH 5, FASH 108, FASH 109

**10. Provide instructors with more training on how to support ESL, DSPS, and other students who need more than the usual amount of guidance.** (EMP: A2, A3.2, B1.1)  
Faculty are not equipped to effectively offer help to students with certain emotional or developmental disabilities. We are often frustrated as the lack of support for these students. All of the students in a class are affected by a student who lacks the social capital and the skills to succeed. We staff our department with industry professionals and specialists in our field, who are not trained to deal with students who are disruptive and unable to participate in a classroom environment and complete the coursework. Additionally, it's difficult to teach transferable courses that have written components when a substantial percentage of each class lack basic English skills. A one-hour seminar each year is not sufficient training.

**11. Develop more effective relationships with DSPS and counseling.** (EMP: A1.1, A3.2, E1, E1.1, E4, E4.1)  
DSPS needs to give us more advanced warning when students register for our class, and they need to provide teachers more assistance in helping these students—especially when the needs of two different students clash. Our teachers do not have the time or proper training to deal with these students, and DSPS needs to have a more active role in solving these problems. When we suspect students have learning disabilities, we need a way to get them help from DSPS without the stigma of being called disabled or stupid.

## Resource Requests Summary

### **1. Hire an additional full-time faculty member to replace the one that retired: (EMP: A3.1)**

All courses would benefit from this improvement.

### **2. Provide more access for students to the Adobe Creative Suite on campus: (EMP: C2, C4)**

The students that often need the most face-time with the software are also the ones who need it longer than the available 30 day free trial and can't afford the full student subscription. A few computers in the library now have the Creative Suite, but they do not have Adobe Illustrator. Illustrator used to be on these computers, but was not re-installed with the new update. These students are relying on Fashion department Faculty to spend their office hours in the classroom, so that the students can practice.

Switching to a campus-wide cloud-based system that students can log into anywhere on campus using their personal computers or installing the program in more computer labs will provide more access to students so that they can work on their assignments outside of class time for.

This request is in alignment with the following EMP points:

- C2 Identify and address the technology needs that support innovative and successful teaching and learning methodologies
- C4 Identify and address students' technology training needs to prepare them for technology-driven professions

**Courses that would benefit from this improvement:** FASH 110, FASH 111A, FASH 111B, FASH 111C, and FASH 115

### **3. Provide instructors resources to create video demonstrations in order to allow for more time to work with individual students in the classroom.** Videos of demonstrations and lectures could go a long way to improve success of our diverse student body in the pursuit and persistence of students' educational and career goals (EMP: A2., B1.4, B1.3).

- Provide funding for two inexpensive web cams, a spotlight, a cutting table, iron, lock stitch machine, overlock machine and coverstitch machine in the fashion department office.
- Install video editing software on the instructor laptops to aid with editing and adding text and diagrams to the recordings.
- Provide editing help and/or support if possible from IT.

- Provide release time for two instructors to film and edit these video demonstrations.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 2, FASH 5, FASH 105, FASH 106, FASH 108, FASH 109, FASH 110, FASH 111A, FASH 111B, FASH 111C, FASH 115, FASH 126, and FASH 130

**4. Provide funding to have previous lectures close captioned for future classes. (EMP: A2, B1.4, B1.3).**

- Apply for state grant to have one semester's worth of demonstration videos captioned for FASH 1A, FASH 109, FASH 110 and FASH 115, in the event that a hearing impaired or ESL student registers for a class.
- In the long term, produce pre-recorded, succinct lectures that can be used each semester and have them captioned.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 2, FASH 5, FASH 105, FASH 106, FASH 108, FASH 109, FASH 110, FASH 111A, FASH 111B, FASH 111C, FASH 115, FASH 126, and FASH 130

**5. Upgrade some of the fashion lab sewing, patternmaking equipment, and technology (EMP: C2.3)**

- Industrial irons: The industrial irons break every semester when students drop them. This could be prevented with an industrial pulley system that will not allow irons to drop to the floor, and with industrial pressing machines. In the mean time, students and instructors buy home irons from thrift stores and donate them. This semester, students started taking up a collection to raise money to replace the broken irons.
- Buttonhole Machine: The buttonhole machine in the fashion lab was manufactured in 1875 and is rumored to have been with the department since its inception in the 1920's. To make buttonholes, students often use home sewing machines from the 1980's, fitted with buttonhole attachments from the 1960's that the instructors buy at thrift stores.
- Wide format plotter: The wide format plotter has not effectively worked in over 2 years. When it is working, it does not work with the computers in the lab. When the connection gets fixed, then the print heads or the belt or whatever else can break do. A new plotter would allow faculty and students to plot their digital patterns to test fit and make samples based on their digital designs.
- Digitizing table: The fashion department has a digitizing table that has been falling apart over the course of many years. This table is supposed to be used to input the size and shape of a manually created pattern or drape into digital patternmaking software like TUKATech. We have been unable to demonstrate

this process because of the has been in disrepair. It was completely out of date. The drivers and cable connections did not work with the computers workstations in the lab, so we asked that it be removed. Replacing it with a new model would allow students to digitize their flat patterns that they create in FASH 005, FASH 105, FASH 106, FASH 108 and FASH 130, then use the skills that they learn in FASH 109 to create graded patterns and markers.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 5, FASH 105, FASH 106, FASH 108, FASH 109, FASH 111A, FASH 111B, FASH 111C, FASH 115, FASH 126, and FASH 130

**6. Provide funding for a lab tech to supervise fashion lab time outside of regularly scheduled classes.** (A2., C2.3) Feedback from students indicates that one of the biggest obstacles to demonstrating outcomes in the Fashion Program courses is limited access to industrial equipment and technology. Students could greatly benefit from supervised lab time outside of class.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 5, FASH 105, FASH 106, FASH 108, FASH 109, FASH 111A, FASH 111B, FASH 111C, FASH 115, FASH 126, and FASH 130

**7. Provide direction, training and resources to develop a short and intense course offering in basic skills to accelerate course and sequence completion:** (EMP; A1.1, A2.1) The fashion department faculty are interested in developing a fashion pathway, fashion tech skills jam, or fashion-focused College1 course, but do not have the time, resources, or training to put something together and begin the outreach to connect with local high school fashion, art, or design programs. Providing faculty with release time and direction on how to create a basic skills accelerated course geared to prepare fashion majors will help to ensure that the courses are filled with students who are prepared to achieve the SLOs and aware of what the skill sets that this discipline requires.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 2, FASH 21, FASH 5, FASH 110, and FASH 124

**8. Continue to provide a teaching assistant or tutor in the classroom to support students:** (EMP: A2, A3.1, E1, E1.1) The Learning Assistance Center has historically provided in-class tutors to help students in FASH 1A, 1B, 5, 108, and 110. When a tutor is not available for a particular time slot, a difference in student success is always apparent. This is particularly true for classes taught in combination with another class. We would like to make sure that all lecture/lab classes taught in combination with

another class have a tutor that can help students when the instructor is busy lecturing or demonstration the other class.

**Courses that would benefit from this recommendation:** FASH 1A, FASH 1B, FASH 1C, FASH 5, FASH 108, and FASH 110, and FASH 115

**Rubric: FASH Project Rubric**

**Description:** Rubric to asses project-based outcomes.

**Owner:** Academic Department - FASH

**Rubric Levels**

0. Inadequate: The student did not complete enough of the project to demonstrate outcomes.
1. Developing: The student completed some of the basic requirements of the project but with significant problems.
2. Adequate: Student completed the project with minor problems conceptually or technically.
3. Accomplished: Student has completed project well, but has not yet reached exceptional level of competence and attention to detail for the course level.
4. Mastery: Student demonstrated all of the expectations of the project. There is sensitivity to the technique and craftsmanship. Student demonstrated level of competence and attention to detail for the course level.

## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 031A

Term: Fall 2014, CRN 0140

Program Outcome(s) addressed in Course:

1. Identify the formal elements and principles of Art and Design and investigate their role in two-dimensional compositions.
2. Create and construct original two-dimensional designs, using professional tools and materials.
3. Analyze and evaluate, orally and in writing, two-dimensional compositions utilizing the critique process.

Student Learning Outcome	Activitie(s) Used to Assess SLO	When will activities be assigned?	Expected Outcome
SLO #1: Identify the formal elements and principles of Art and Design and investigate their role in two-dimensional compositions.	The final project (Map) will be assessed and its results compared with the semester-long project (Notebook).	The Map project will be assigned on 11-13-14 and will end on 12-9-14. The Notebook project will be assigned on 8-26-14 and will end on 12-2-14.	The outcomes for SLO #1 will be based on a crit of the last project. The crit will focus on the elements and principles of design but will also touch on the analysis of techniques and media.

Expected Outcome	Assessment Results	Analysis	Action Plan
60% will score at 2 or above for the final project.	100% scored at 2 or above. 73% scored a 4. 26% scored a 3. 0% scored a 2. 0% scored a 1. 0% scored a 0.	As stated in the previous term analysis, the reduced class size had helped my instruction. This foundation class performed well when it came to exhibiting their knowledge about composition and its elements and principles.	This was the third time that a grid system was used in developing a composition. For many students, it was a good way to organize diverse compositional elements into a cohesive manner. Some students were allowed to break



		<p>The students were encouraged to use a grid system as an aid to developing their composition. The grid system focused their attention to developing interesting elements, groups, and larger groups in a design.</p>	<p>from the grid as it was a repeated technique from the Hue project. This project will be used in the upcoming terms.</p>
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## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 031A

Term: Fall 2014, CRN 0140

Program Outcome(s) addressed in Course:

1. Identify the formal elements and principles of Art and Design and investigate their role in two-dimensional compositions.
2. Create and construct original two-dimensional designs, using professional tools and materials.
3. Analyze and evaluate, orally and in writing, two-dimensional compositions utilizing the critique process.

Student Learning Outcome	Activitie(s) Used to Assess SLO	When will activities be assigned?	Expected Outcome
SLO #1: Identify the formal elements and principles of Art and Design and investigate their role in two-dimensional compositions.	The final project (Map) will be assessed and its results compared with the semester-long project (Notebook).	The Map project will be assigned on 11-13-14 and will end on 12-9-14. The Notebook project will be assigned on 8-26-14 and will end on 12-2-14.	The outcomes for SLO #1 will be based on a crit of the last project. The crit will focus on the elements and principles of design but will also touch on the analysis of techniques and media.

Expected Outcome	Assessment Results	Analysis	Action Plan
60% will score at 2 or above for the final project.	100% scored at 2 or above. 73% scored a 4. 26% scored a 3. 0% scored a 2. 0% scored a 1. 0% scored a 0.	As stated in the previous term analysis, the reduced class size had helped my instruction. This foundation class performed well when it came to exhibiting their knowledge about composition and its elements and principles.	This was the third time that a grid system was used in developing a composition. For many students, it was a good way to organize diverse compositional elements into a cohesive manner. Some students were allowed to break

		<p>The students were encouraged to use a grid system as an aid to developing their composition. The grid system focused their attention to developing interesting elements, groups, and larger groups in a design.</p>	<p>from the grid as it was a repeated technique from the Hue project. This project will be used in the upcoming terms.</p>
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## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 031A

Term: Spring 2015, CRN 30101

Program Outcome(s) addressed in Course:

1. Identify the formal elements and principles of Art and Design and investigate their role in two-dimensional compositions.
2. Create and construct original two-dimensional designs, using professional tools and materials.
3. Analyze and evaluate, orally and in writing, two-dimensional compositions utilizing the critique process.

Student Learning Outcome	Activitie(s) Used to Assess SLO	When will activities be assigned?	Expected Outcome
SLO #2: Create and construct original two-dimensional designs, using professional tools and materials.	The final project (Map) will be assessed and its results compared with the semester-long project (Notebook).	The Map project will be assigned on 4-14-15 and will end on 4-30-15. The Notebook project will be assigned on 1-14-15 and will end on 4-23-15	The outcomes for SLO #2 will be based on the techniques and media used in the final project called Map. It will be based on the exercises, studies, and practices included in the semester long Notebook project. The Map outcomes should be good due to the preliminary preparations done throughout the semester.

Expected Outcome	Assessment Results	Analysis	Action Plan
60% will score at 2 or above for the final project.	95% scored at 2 or above. 79% scored a 4. 5% scored a 3. 5% scored a 2.	As stated in the previous term analysis, the reduced class size had helped my instruction. This foundation class performed well	This was the fourth time that a grid system was used in developing a composition. For many students, it was a good way

	<p>0% scored a 1. 5% scored a 0.</p>	<p>when it came to exhibiting their knowledge about composition and its elements and principles. The students were encouraged to use a grid system as an aid to developing their composition. The students were encouraged to invent personalized maps that I feel strongly activated their interest. Strong interest equals very good outcomes.</p>	<p>to organize diverse compositional elements into a cohesive manner. Some students were allowed to break from the grid as it was a repeated technique from the Hue project. Overall, my instructional flexibility can work well as long as the concerned SLO is explained and repeatedly emphasized. This project and the steps will be used in the upcoming terms with one change. Improve craft by requiring students to use removeable tape for edge control in painting.</p>
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## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 052 (Day)

Term: Spring 2015, CRN 32106 (A), 32114 (B)

Program Outcome(s) addressed in Course:

1. The student will demonstrate the common techniques, media, and tools used in the graphic arts industry and exhibit these methods in their work.
2. The student will develop ideas, themes, and emotional qualities and reframe them into their corresponding visual equivalents.
3. The student will examine class artwork through the verbal group critique and exchange reviews in order to define an aesthetic value system.

Student Learning Outcome	Activitie(s) Used to Assess SLO	When will activities be assigned?	Expected Outcome
SLO #2: The student will develop ideas, themes, and emotional qualities and reframe them into their corresponding visual equivalents.	The final project (Twisted Mundane) will be assessed and its results compared with the semester-long project (Notebook).	The Mundane project will be assigned on 4-13-15 and will end on 4-29-15. The Notebook project will be assigned on 1-12-15 and will end on 4-27-15.	The SLO #2 outcomes for the Mundane project will be based on student problem solving, interpretation, and analysis. This will require strategies of working in steps and making periodic decisions. These stages repeat the strategies of developing written statements of intentions, drawing thumbnails and drawing sketches that have been done throughout the semester and saved in the Notebooks. The Mundane idea solutions will probably be good due to this preliminary work.

Expected Outcome	Assessment Results	Analysis	Action Plan
<p>60% will score at 2 or above for the final project.</p>	<p>Art 52A:  100% scored a 2 or above.  95% scored a 4.  5% scored a 3.  0% scored a 2.  0% scored a 1.  0% scored a 0.</p> <p>Art 52B:  100% scored a 2 or above.  100% scored a 4.  0% scored a 3.  0% scored a 2.  0% scored a 1.  0% scored a 0.</p>	<p>Art 52A: This is the fourth semester for a smaller class. This is the fourth appearance of the "Mundane" assignment that has been designed to emphasize problem solving developed throughout the semester. It is a great assignment for the introduction and advanced classes. This time, I changed the title of the project from Powerfully Mundane to Twisted Mundane. It helped the students understand the goal of the project and the type of imagery we were aiming for.</p> <p>Art 52B: Great students. Performed well with moderate instruction.</p>	<p>Art 52A: This project will be repeated again next semester. Preliminary work will be emphasized in order for me to insert helpful input. In the future, always try to avoid grading on the spot. I accomplished this by eliminating one semester project that allowed appropriate time to devote to this final work.</p> <p>Art 52B: As expected, the 52B students performed well because they were familiar with the project from last semester. Great students this semester.</p>

## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 52 (night)

Term: Fall 2014, CRN 3660 (A), 3668 (B)

Program Outcome(s) addressed in Course:

1. The student will demonstrate the common techniques, media, and tools used in the graphic arts industry and exhibit these methods in their work.
2. The student will develop ideas, themes, and emotional qualities and reframe them into their corresponding visual equivalents.
3. The student will examine class artwork through the verbal group critique and exchange reviews in order to define an aesthetic value system.

Student Learning Outcome	Activitie(s) Used to Assess SLO	When will activities be assigned?	Expected Outcome
SLO #1: The student will demonstrate the common techniques, media, and tools used in the graphic arts industry and exhibit these methods in their work.	The final project (Powerfully Mundane) will be assessed and its results compared with the semester-long project (Notebook).	The Mundane project will be assigned on 11-25-14 and will end on 12-9-14. The Notebook project will be assigned on 8-26-14 and will end on 12-2-14.	The SLO #2 outcomes for the Mundane project will be based on student problem solving, interpretation, and analysis. This will require strategies of working in steps and making periodic decisions. These stages repeat the strategies of developing written statements of intentions, drawing thumbnails and drawing sketches that have been done throughout the semester and saved in the Notebooks. The Mundane idea solutions will probably be good due to this preliminary work.



Expected Outcome	Assessment Results	Analysis	Action Plan
<p>60% will score at 2 or above for the final project.</p>	<p>Art 52A:  82% scored a 2 or above.  82% scored a 4.  0% scored a 3.  0% scored a 2.  0% scored a 1.  18% scored a 0.</p> <p>Art 52B:  100% scored a 2 or above.  100% scored a 4.  0% scored a 3.  0% scored a 2.  0% scored a 1.  0% scored a 0.</p>	<p>Art 52A: This is the third semester for a smaller class. This is the third appearance of the "Mundane" assignment that has been designed to emphasize problem solving developed throughout the semester. It is a great assignment for the introduction and advanced classes. The high number of assessments at level 4 are due to my relaxed approach to assessing student interpretations but also to my extensive input during the preliminary stages. It is also due to the high maturity level of this class.</p> <p>Art 52B: Great results from the returning students.</p>	<p>Art 52A: This project will be repeated again next semester. Preliminary work will be emphasized in order for me to insert helpful input. In the future, try to avoid grading on the spot if possible.</p> <p>Art 52B: As expected, the 52B students performed very well because they were familiar with the project from last semester.</p>

## SLO Course Assessment Plan

Division: School of Visual, Media & Performing Arts

Department: Design area

Course: Art 052 (night)

Term: Spring 2015, CRN 32107 (A), 32115 (B)

Program Outcome(s) addressed in Course:

1. The student will demonstrate the common techniques, media, and tools used in the graphic arts industry and exhibit these methods in their work.
2. The student will develop ideas, themes, and emotional qualities and reframe them into their corresponding visual equivalents.
3. The student will examine class artwork through the verbal group critique and exchange reviews in order to define an aesthetic value system.

<b>Student Learning Outcome</b>	<b>Activitie(s) Used to Assess SLO</b>	<b>When will activities be assigned?</b>	<b>Expected Outcome</b>
SLO #2: The student will develop ideas, themes, and emotional qualities and reframe them into their corresponding visual equivalents.	The final project (Twisted Mundane) will be assessed and its results compared with the semester-long project (Notebook).	The Mundane project will be assigned on 4-16-15 and will end on 4-30-15. The Notebook project will be assigned on 1-14-15 and will end on 4-28-15.	The SLO #2 outcomes for the Mundane project will be based on student problem solving, interpretation, and analysis. This will require strategies of working in steps and making periodic decisions. These stages repeat the strategies of developing written statements of intentions, drawing thumbnails and drawing sketches that have been done throughout the semester and saved in the Notebooks. The Mundane idea solutions will probably be good due to this preliminary work.

Expected Outcome	Assessment Results	Analysis	Action Plan
<p>60% will score at 2 or above for the final project.</p>	<p>Art 52A:  83% scored a 2 or above.  30% scored a 4.  53% scored a 3.  0% scored a 2.  0% scored a 1.  16% scored a 0.</p> <p>Art 52B:  100% scored a 2 or above.  50% scored a 4.  50% scored a 3.  0% scored a 2.  0% scored a 1.  0% scored a 0.</p>	<p>Art 52A: This is the fourth semester for a smaller class. This is the fourth appearance of the "Mundane" assignment that has been designed to emphasize problem solving developed throughout the semester. It is a great assignment for the introduction and advanced classes. This time, I changed the title of the project from Powerfully Mundane to Twisted Mundane. It helped the students understand the goal of the project and the type of imagery we were aiming for.</p> <p>Art 52B: 50/50 results. Satisfactory but not great considering that these are repeat students.</p>	<p>Art 52A: This project will be repeated again next semester. Preliminary work will be emphasized in order for me to insert helpful input. In the future, always try to avoid grading on the spot. I accomplished this by eliminating one semester project that allowed appropriate time to devote to this final work.</p> <p>Art 52B: Satisfactory but not great. Maintain individual support even with advanced students.</p>

# Annual Assessment Report for 2014-2015 for GEOLOGY

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## Courses Assessed herein:

Fall 2014	Spring 2015	Summer 2015
Geol 1	Geol 1	Geol 30G
Geol 1F	Geol 1F	Geol 30D
Geol 2	Geol 5	
Geol 2F	Geol 6	
Geol 3	Geol 12	
Geol 4	Geol 12F	
Geol 12	Geol 22	
Geol 12L		
Geol 21		

Many courses were only taught by adjuncts; these do not appear in this assessment summary.

## Fall 2014 (SLO #1 & #5)

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### GEOLOGY 1

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#### ***SLO number and text:***

1. Ability to synthesize and analyze oral and written information

#### ***Assessment\*:***

Assessments varied; assessments used were:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

1. Radiometric Dating portion of a midterm examination (Wilbur)
2. Mineral Resource Brochure for a given geographical region within the United States (Shadman)

**Rubric:**

**Wilbur:** The assessment used was a portion of Midterm I dedicated to radiometric dating. Students were given four problems, each worth 3 points each, for a total of 12. Students were given a parent to daughter ratio and a radioactive isotope clock, and were asked to find the age of a rock by using either the formula  $\text{age} = \text{half life} * \text{half lives}$  or  $\text{age} = [\ln(p/p+d)] * \text{Half Life} / -.0693$  depending on the proper circumstances. The topic was covered in both lecture (oral) and lab (written) portions of class; after both I was available in class or office hours to discuss working out the problems.

To assess student success, I used a modified version of the “Application/Analysis” portion of the reading value rubric from the AACU:

<https://www.aacu.org/sites/default/files/files/VALUE/Reading.pdf>

Scores were assessed as follows:

Mastery/Capstone (4): 12-10

Accomplished/Milestone (3): 9-7

Adequate/Milestone (2): 6-4

Developing/Developing (1): 3-1

Inadequate/Did Not Participate (0): 0

**Shadman:**

Assignment	Maximum Points
Submit 2 resources by due date	10
Submit paragraph summary by due date	10
Individual research paper	30
Group draft outline of brochure by due date	10
Final brochure and class presentation	40

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

A grading rubric is used for these assignments that generally looks like the following. The emphasis is on the initial student action, but significant weight is also given to the follow up action.

Discussion Post: 1.) Reflects understanding of course materials with complete answers to the questions posed. 2.) Is written in full sentences with few grammatical or spelling errors. 3.) Is completed on time.	DISCUSSION POST includes ALL 3 CRITERIA FOR SUCCESS. 15 pts	DISCUSSION POST is missing 1 OF THE CRITERIA FOR SUCCESS. 11 pts	DISCUSSION POST is missing 2 OR MORE CRITERIA FOR SUCCESS. 5 pts
Response: 1.) Refers back to the original post and adds a personal perspective. 2.) Is written in full sentences with few grammatical or spelling errors. 3.) Is completed on time. DISCUSSION POST includes ALL 3 CRITERIA FOR SUCCESS.	RESPONSE includes ALL 3 CRITERIA FOR SUCCESS. 5 pts	RESPONSE is missing 1 of the CRITERIA FOR SUCCESS. 3 pts	RESPONSE is missing 2 OR MORE CRITERIA FOR SUCCESS. 1 pts

I have mapped this rubric into the data as follows:

4: 16-20 Pts

3: 11-15 pts

2: 6-10 pts

1: 5 pts and below

0: Non participation.

#### **Data\*:**

Score	4	3	2	1	0
Sum	43	30	17	2	16
%	39.81	27.78	15.74	1.85	14.81

#### **Analysis and Interpretation:**

General comments include better lab materials, more time dedicated to laboratory assignments, and most common to all professors, was attendance. The prime contributor to

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

lack of performance or non-performance ("0") was absenteeism during the assessment or absenteeism during the material to be covered on the assessment. One of us (Shadman) even mentions that in a three-member group project two members left.

#### ***Closing the Loop (Reflections on previous Recommendations):***

This is the first assessment of these SLOs in this format; as such there are no prior recommendations to report.

#### ***Recommendations for Improvement:***

More practice with calculators in lab (already implemented), use of a calculator during the exam, more lengthy lab assignment, more interaction between lab mates on the assessment practice during lab to alleviate anxiety during the exam.

Perhaps there needs to be a change in enrollment procedure, such as there is a penalty for dropping classes so that students are more prone to seeing the semester through. The disregard students tend to show toward these classes is reflective of their success; perhaps if a class is dropped students lose priority enrollment.

Also, this SLO is in the process of being revised. Geology Faculty have updated the WEBCMS system and have attempted to replace this SLO with the following (although this update was not completed because of a problem with WebCMS):

Comprehend, interpret and analyze written, oral and graphical information in applying the scientific method to problems in geology.

We are currently in the process of standardizing and improving our assessment and rubric. We are also compiling a short list of possible assessments in order to improve the overall process.

#### ***Resource Needs:***

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

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## **GEOLOGY 1F**

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No information provided by instructor.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

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## GEOLOGY 2

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### ***SLO number and text:***

1. Comprehend, interpret, and analyze written, oral, geographical, and field information in applying the scientific method to problems in historical geology.

### ***Assessment\*:***

Midterm Exam I, which included a variety of different types of questions, from drawing block diagrams requiring 3-dimensional awareness, reconstruction of a sequence of events using cross cutting relationships, interpretation of and relation of differing types of unconformity, sedimentary bedforms, and facies analysis. The exam was scored out of 104 total possible points.

### ***Rubric:***

To assess student success, I used a modified version of the "Application/Analysis" portion of the reading value rubric from the AACU:

<https://www.aacu.org/sites/default/files/files/VALUE/Reading.pdf>

Scores were assessed as follows:

Mastery/Capstone (4): 104-88

Accomplished/Milestone (3): 87-73

Adequate/Milestone (2): 72-57

Developing/Developing (1): 56-42

Inadequate/Did Not Participate (0): 41-0

### ***Data\*:***

Score	4	3	2	1	0
Percent	3	10	4	0	1

### ***Analysis and Interpretation:***

78% of students scored within the range of Master or Accomplished, which is to be expected for a class for majors with a prerequisite. Two of the lesser scores were achieved by students that had attendance problems at that point in the semester and suffered accordingly. For such a small sample size (18) it is possible to single out data points such as these. Those students scoring "Adequate" had myriad

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



opportunity to bring up course grades over the course of the semester, and many were able to do so.

***Closing the Loop (Reflections on previous Recommendations):***

This is the first assessment of this class and this SLO in this class. This semester attendance problems have been shored up and scored on midterm I have improved since the prior semester.

***Recommendations for Improvement:***

In regard to the specific class population, attendance must be shored up in order to ensure students are aware of expectations. Giving a midterm exam earlier in the semester may help for cutting down on assessable subjects, as the first exam can be daunting with the sheer volume of material.

Additionally, course SLOs are in the process of being rewritten to better allow for assessment, as the manner in which they are currently written makes them vague.

***Resource Needs:***

Flex day time as a geology faculty to rewrite and assess SLOs

Flex day direction on the process we are currently involved in

Planning and support guidelines far in advance in order to streamline this process

Training in the use of eLumen

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**GEOLOGY 2F**

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***SLO number and text:***

1. Examine field contact relationships of selected areas to interpret formations, unconformities, faults, etc.

***Assessment\*:***

Photo Essay

Students were asked to demonstrate understanding of field relationships by taking field photos of required locations and then annotating the photos or directly drawing upon them, elucidating relationships.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Rubric:**

Students were originally scored on accuracy of annotation and appropriateness of the photos used.

To assess student success, I used a modified version of the “Application/Analysis” portion of the reading value rubric from the AACU:

<https://www.aacu.org/sites/default/files/files/VALUE/Reading.pdf>

Scores were assessed as follows:

Mastery/Capstone (4): 28-24

Accomplished/Milestone (3): 23-19

Adequate/Milestone (2): 18-15

Developing/Developing (1): 14-11

Inadequate/Did Not Participate (0): 10-0

**Data\*:**

Score	4	3	2	1	0
Percent	5	6	1	0	0

**Analysis and Interpretation:**

Course assessment was appropriate, and the scores were acceptable. The lone student scoring less than Mastery/Accomplished did not complete the assignment, so success was predicated in part on engagement. Students that signed up for the class and completed the assignment are engaged in the field of study as this is a majors class. The only issue at hand is the small number of students; Geology 30E is now being offered in lieu of 2F which allows for greater enrollment numbers considering the former class has no prerequisite requirements.

**Closing the Loop (Reflections on previous Recommendations):**

This class has yet to be assessed.

**Recommendations for Improvement:**

Course SLOs are in the process of being rewritten to better allow for assessment, as the manner in which they are currently written makes them vague.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Additionally, students this year have been given a variant of this assignment with more possible questions, with students required only to answer half of them, which allows for students to pick their best photos in case of missing a particular shot.

### **Resource Needs:**

Flex day time as a geology faculty to rewrite and assess SLOs

Flex day direction on the process we are currently involved in

Planning and support guidelines far in advance in order to streamline this process

Training in the use of eLumen

## **GEOLOGY 3**

### **SLO number and text:**

SLO#1. Students will be able to synthesize and analyze oral and written information.

### **Assessment:**

- Students researched and wrote a 2-3-page report (plus bibliography) on one of three topics: Energy from the Ocean, Fossil Investigation, or Severe Weather Investigation. There are three rubrics which are as follows:

**Ocean Energy Grading Rubric**

	Poor	Average	Excellent
Turned in on time	5	7	10
Accurately describes how energy can be derived from <b>ocean currents</b> , instruments, megawatts, pros/cons, etc. (see opening paragraph above)	5	7	10
Accurately describes how energy can be derived from <b>ocean waves</b> , instruments, megawatts, pros/cons, etc. (see opening paragraph above)	5	7	10
Accurately describes how energy can be derived from <b>ocean tides</b> , instruments, megawatts, pros/cons, etc. (see opening paragraph above)	5	7	10
Description of one facility from list above	5	7	10

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Description of a second facility from list above	5	7	10
Introductory and summary paragraphs included	5	7	10
List of resources included; correct bibliography format	5	7	10
<b>TOTAL possible</b>			<b>80</b>

#### Fossil Investigation Grading Rubric

	Poor	Average	Excellent
Turned in on time	5	7	10
Accurately describes the organism's niche in the ecosystem (as detailed above)	5	7	10
Discussion of how paleontologists have determined this information	5	7	10
Accurately describes the rocks in which the fossil is found and the paleo-environment (as detailed above)	5	7	10
Description of continents, mountains, basins, etc. at the time the organism lived, including preservation factors (as detailed above)	5	7	10
Description of the evolutionary predecessors and descendants, tree of life, and extinction factors	5	7	10
Paper has a logical flow of ideas; no grammatical or spelling errors.	5	7	10
List of resources included; correct bibliography format	5	7	10
<b>TOTAL possible</b>			<b>80</b>

#### Severe Weather Grading Rubric

	Poor	Average	Excellent
Turned in on time	5	7	10

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Accurately describes how and where these severe weather events occur	5	7	10
Discussion of how the intensity of the weather event can be measured	1	3	5
Describe precautionary measures that can be taken for safety	1	3	5
Description of one example of this kind of severe weather event	5	7	10
Description of a second example of this kind of severe weather event	5	7	10
Description of a third example of this kind of severe weather event	5	7	10
Compare and contrast these three examples	5	7	10
List of resources included; correct bibliography format	5	7	10
<b>TOTAL possible</b>			<b>80</b>

43 students completed the project in two section of Geo 3. 10 students did not do the assignment.

#### **Fall 2014**

Rubric Score	Project Grade	# students	% students
4	72-80	26	49
3	64-71	6	11
2	56-63	7	13
1	<55	4	8
0	Not completed	10	19

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Total		53	100
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**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

*Students who did well followed the rubric and turned in their paper on time. They also (probably) began the project earlier than those that scored lower, which gave them*

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

*Students who scored poorly did not follow the rubric, especially the requirement to include bibliographic references, and in some cases turned in their paper late. They also (probably) began the project at the last minute, which resulted in a poor quality product.*

**What suggestions would you recommend to help more students achieve success with this SLO?**

*I could set mid-project deadlines to make sure students are not procrastinating. I could also review how to check their work against the rubric.*

**SLO number and text:**

SLO#5. Students will understand the origin and evolution of Earth, the solar system, and the universe.

**Assessment:**

Students answered a 4-part, on-line homework question related to the expansion of the universe. They were allowed to make multiple guesses for a reduced score, and received bonus points if they did NOT use the available hint..

**Results**

Rubric Score	Project Grade	# students	% students
4	90-100%	26	46
3	80-89%	7	12

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

2	70-79%	12	21
1	<69%	7	12
0	Not completed	5	9
Total		57	100

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

*This assessment preceded classroom discussion of the topic and was assigned as a pre-lecture homework based upon the textbook reading. I would say that the students who succeeded were able to understand the textbook's explanation of the expanding universe. For these assignments students do not have a time limit (although they do have a due date) and can return to the assignment after reading the questions. Perhaps the students that did well also spent time searching alternative sources such as the internet for help understanding the questions.*

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

*This assessment preceded classroom discussion of the topic and was assigned as a pre-lecture homework based upon the textbook reading. I would say that the students who did poorly either did not use or did not understand the textbook's explanations. They may or may not have searched for outside sources to explain the concept of an expanding universe.*

**What suggestions would you recommend to help more students achieve success with this SLO?**

*Perhaps it would be a good idea to put a similar question on an exam or quiz to see if students better understand the expanding universe concepts after we, as a class, have reviewed the above questions. I got the impression following these class discussion that several students had "ah-ha" moments where they better understood what the questions were asking.*

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## **GEOLOGY 4**

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**SLO number and text:**

#1: Ability to synthesize and analyze oral and written information.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Assessment\*:**

Midterm exam. This is the last of 3 exams. Material is presented by students throughout the semester. Students are provided with oral lecture material, written material and review guides. Students have already had several exams, so they are aware of the style of question they will be answering. They are also presented with the questions ahead of time to prepare an answer. The question is a project-based question and has multiple ways to answer it based on how a student perceives the questions.

**Rubric:**



The rubric is used in CANVAS to grade this exam:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



Criteria		Ratings			Pts	
Essay, Quality of response: response addresses all aspects of the question. Response is well justified and accurate.	Full Marks. All criteria are fully met.	Partial Credit. Most of criteria are met; one or more issues may be lacking, poorly justified or incorrect.	Needs improvement. Some criteria are met, but there are many omissions, inaccuracies or response is not well justified.	Poor. Response is incomplete, inaccurate and not really justified. Shows little effort.	No Marks	60 pts
	60 pts	48 pts	40 pts	30 pts	0 pts	
Short Answer Question 1. Quality of response: response addresses all aspects of the question. Response is well justified and accurate.	Full Marks. All criteria are fully met.	Partial Credit. Most of criteria are met; one or more issues may be lacking, poorly justified or incorrect.	Needs improvement. Some criteria are met, but there are many omissions, inaccuracies or response is not well justified.	Poor. Response is incomplete, inaccurate and not really justified. Shows little effort.	No Marks	10 pts
	10 pts	8 pts	6 pts	5 pts	0 pts	
Short Answer Question 2. Quality of response: response addresses all aspects of the question. Response is well justified and accurate.	Full Marks. All criteria are fully met.	Partial Credit. Most of criteria are met; one or more issues may be lacking, poorly justified or incorrect.	Needs improvement. Some criteria are met, but there are many omissions, inaccuracies or response is not well justified.	Poor. Response is incomplete, inaccurate and not really justified. Shows little effort.	No Marks	10 pts
	10 pts	8 pts	6 pts	5 pts	0 pts	
Short Answer Question 3. Quality of response: response addresses all aspects of the question. Response is well justified and accurate.	Full Marks. All criteria are fully met.	Partial Credit. Most of criteria are met; one or more issues may be lacking, poorly justified or incorrect.	Needs improvement. Some criteria are met, but there are many omissions, inaccuracies or response is not well justified.	Poor. Response is incomplete, inaccurate and not really justified. Shows little effort.	No Marks	10 pts
	10 pts	8 pts	6 pts	5 pts	0 pts	
Short Answer Question 4. Quality of response: response addresses all aspects of the question. Response is well justified and	Full Marks. All criteria are fully met.	Partial Credit. Most of criteria are met; one or more issues may be lacking, poorly justified	Needs improvement. Some criteria are met, but there are many omissions, inaccuracies or response is not well	Poor. Response is incomplete, inaccurate and not really justified. Shows	No Marks	10 pts

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Criteria	Ratings				Pts
accurate.	10 pts	or incorrect.	justified.	little effort.	0 pts
		8 pts	6 pts	5 pts	
 Synthesis/Analysis <a href="#">view longer description</a>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations		--
threshold: 3 pts	5 pts	3 pts	0 pts		
 Differentiate <a href="#">view longer description</a>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations		--
threshold: 3 pts	5 pts	3 pts	0 pts		

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Because the rubric data are not available from CANVAS, I use total grade on this exam as an indication of how student did on this assessment as follows:

A: 4 (exceeds expectations)

B/C: 3 (meets expectations)

D: 2 (making progress)

F: (does not meet expectations)

Score	4	3	2	1	0
Percent	67%	33%	0 %	0%	0%

**Analysis and Interpretation:**

Only one section of this course was offered.

All students still enrolled completed this exam; students were aware of expectations and therefore were well-prepared for exam. Exam was open book/note, therefore students were able to use information and design a well-thought out response to exam questions.

**Closing the Loop (Reflections on previous Recommendations):**

No prior recommendations.

**Recommendations for Improvement:**

I am getting good results at present.

The school should provide a rubric to guide us in this SLO assessment and should provide info earlier so that we can develop our own rubrics to assess the SLO.

Canvas should be modified to allow us to retrieve rubric information after the class has concluded.

**Resource Needs:**

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

## GEOLOGY 12

### ***SLO number and text:***

1 Ability to synthesize and analyze oral and written information.

### ***Assessment\*:***

Students completed a summative ePortfolio where they presented artifacts of their best work with reflections as evidence of their competency toward SLO 1 and GEO 2.2 Critical Thinking.

### ***Rubric:***

Student artifacts and reflections were graded in a single sitting using a common grading rubric on a 0-4 scale to match the scale in eLumen. Students with no artifact submissions were graded as N/A.

### SLO 1 Rubric

	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	
	4	3	2	1	0	N/A
<b>SLO:</b>	Performance Ds:					
SLO 1- Ability to synthesize and analyze oral and written information.	Mastery	Accomplished	Adequate	Developing	Inadequate	<input checked="" type="checkbox"/>

	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	
	4	3	2	1	0	N/A
<b>SLO:</b>	Performance Ds:					
SLO 1- Ability to synthesize and analyze oral and written information.	Mastery	Accomplished	Adequate	Developing	Inadequate	<input checked="" type="checkbox"/>

### GEO 2.2b Critical Thinking Rubric

	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	
	4	3	2	1	0	N/A
<b>SLO:</b>	Performance Ds:					
b. Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Does not meet level 1 standard.	<input checked="" type="checkbox"/>

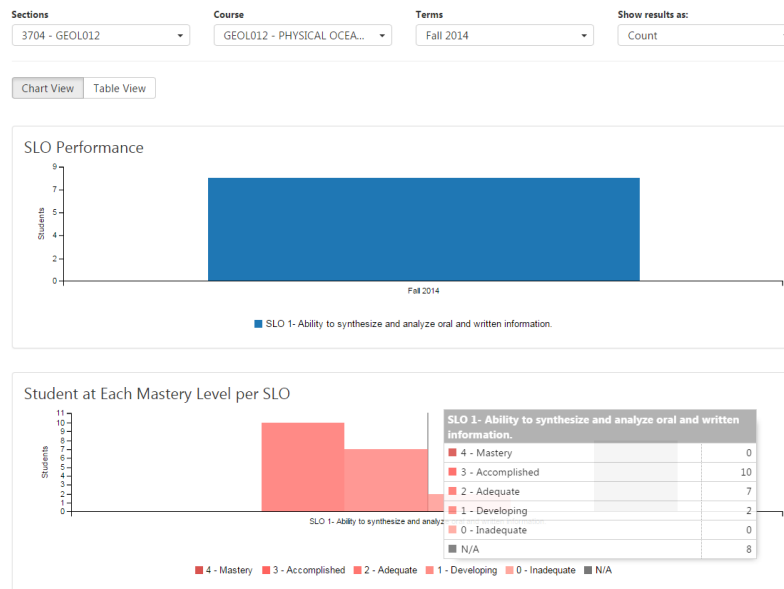
### GEO 2.2e Critical Thinking Rubric

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

	4 - Mastery	3 - Accomplished	2 - Adequate	1 - Developing	0 - Inadequate	
	4	3	2	1	0	N/A
<b>SLO:</b>	<b>Performance Ds:</b>					
e. Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Does not meet level 1 standard.	✓

## Data\*:

See below for data for SLO 1, GEO 2.2b and GEO 2.2e.



\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

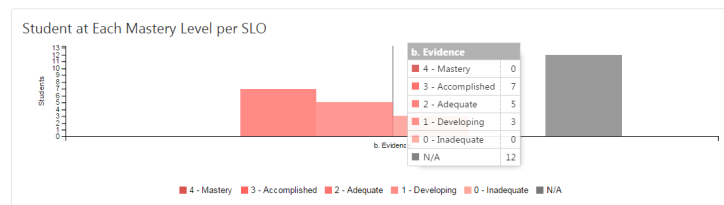
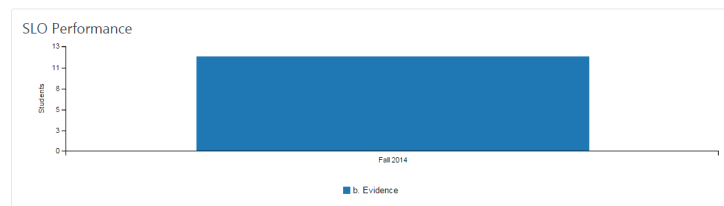
## GEO2.2b Evidence

Print

Results Explorer

Sections: 3704 - GEOL012 Course: GEOL012 - PHYSICAL OCEA... Terms: Fall 2014 Show results as: Count

Chart View Table View



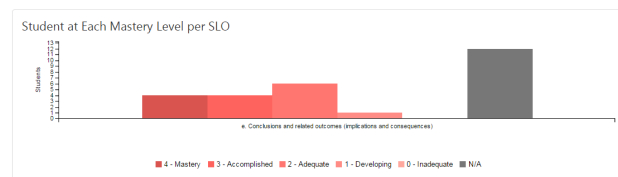
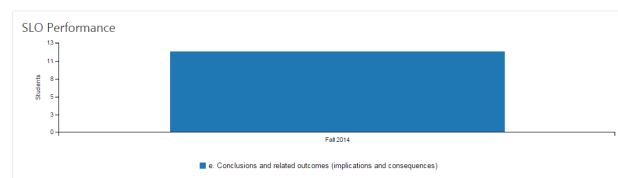
## GEO2.2e Conclusions and related outcomes

Print

Results Explorer

Sections: 3704 - GEOL012 Course: GEOL012 - PHYSICAL OCEA... Terms: Fall 2014 Show results as: Count

Chart View Table View



## Analysis and Interpretation:

**SLO1:** Most students scored in the Adequate or Accomplished level for SLO 1. No student reached mastery, so the curriculum support for synthesizing and analyzing oral and written information could be improved.

**GEO 2.2:** Most students were able to clearly identify specific assignments as evidence for SLO's and GEO 2. However, the quality of their GEO 2 evidence could be increased via better scaffolding of student assignments to support GEO 2.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

***Closing the Loop (Reflections on previous Recommendations):***

N/A

***Recommendations for Improvement: 1. Improved scaffolding of the ePortfolio creation process***

2. More clarification for students about SLO's and GEO's and how they relate to particular assignments.

***Resource Needs:***

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**GEOLOGY 12L**

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***SLO number and text:***

#1 Make and report, in oral and/or written form, empirical observations in a lab setting.

***Assessment:***

Students were asked to complete lab reports throughout the semester. One specific exercise required them to read contour maps of ocean surface temperature data and create a lab report that summarized their results. This assessment was done early in the semester.

***Rubric:***

Criteria			
Accuracy. Assigned exercise is completed accurately and correctly. Evidence is shown to support conclusions or calculations	Fully Meets Criteria	Partially meets criteria. Room for improvement	Minimally meets criteria
Completion. All assigned work is completed and submitted in format specified by instructor. Work is legible and organized with attention to detail.	Fully Meets Criteria	Partially meets criteria. Room for improvement	Minimally meets criteria
Lab Report format is fully followed; included sections are complete, appropriate and well written with little or no grammatical errors. Shows attention to detail.	Fully Meets Criteria	Partially meets criteria. Room for improvement	Minimally meets criteria.

**Grades were converted to the following rubric using this conversion:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

4: 23-25

3: 18-22

2: 13-17

1: 10-12

0: <10

**Data:**

Score	4	3	2	1	0
%	24%	44%	24%	0	4%

**Analysis of Results:**

Only one section of this course was taught this fall.

Most students did well on this assessment. Instructions were clear and students asked a lot of questions. This was a particularly motivated group. In addition, we discussed the data in class a bit, so students had confidence in completing the work.

I believe this data is relevant because it shows that, when given reasonable guidelines, students can attain mastery of this SLO.

**Closing the Loop (Reflections on previous Recommendations):**

None Prior

**Recommendations for Improvement:**

Correlate this course to lecture schedules. Many students had not learned about this topic, so they really struggled to learn the concepts prior to doing the lab. Provide a more detailed rubric that can be used for all assessments so students can mark their progress better.

**Resource Needs:**

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



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## GEOLOGY 21

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### ***SLO number and text:***

1. Comprehend, interpret and analyze written, oral, graphical, and empirical information in applying the scientific method to problems in paleontology.

### ***Assessment\*:***

Midterm Examination I involved assessment of phylogenetic trees, discussion of characteristics used to diagnose relationships between taxa, an understanding of evolution, and modes of fossil preservation. All questions required short answers or drawing of diagrams. The exam was worth a total of 57 points.

### ***Rubric:***

To assess student success, I used a modified version of the "Application/Analysis" portion of the reading value rubric from the AACU:

<https://www.aacu.org/sites/default/files/files/VALUE/Reading.pdf>

Scores were assessed as follows:

Mastery/Capstone (4): 57-48

Accomplished/Milestone (3): 47-40

Adequate/Milestone (2): 39-31

Developing/Developing (1): 30-21

Inadequate/Did Not Participate (0): 20-0

### ***Data\*:***

Score	4	3	2	1	0
Percent	6	5	5	2	5

### ***Analysis and Interpretation:***

Nearly half of students were within the range of Mastery/Accomplished. Far more students scored within the range of Inadequate than is acceptable. This was a 7am non-major science elective, and the class suffered greatly from drops, tardies, and absenteeism. I was able to raise grades via additional assignments and better student preparation for Midterm Examination II.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

***Closing the Loop (Reflections on previous Recommendations):***

This is the first time this class has been assessed, and was the first time the class was offered.

***Recommendations for Improvement:***

Lab sections on the books will be offered the next time the class is offered, which should bring up grades by way of bringing about greater familiarity with taxa discussed in class. Also, this class will never again be offered at the 7am hour. The fall of 2015, this class was not offered due to a need for faculty to teach Oceanography classes.

***Resource Needs:***

Another geology instructor to free up time and resources to teach this class  
Flex day time as a geology faculty to rewrite and assess SLOs  
Flex day direction on the process we are currently involved in  
Planning and support guidelines far in advance in order to streamline this process  
Training in the use of eLumen

**Spring 2015 (SLO #2 & #6)**

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**GEOLOGY 1**

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***SLO number and text:***

2. Make empirical observations in a laboratory setting.

***Assessment\*:***

Students were assessed via an exam which consisted of 40 unknown mineral specimens that students identified through analysis of common mineral characteristics. Lead up to the exam included five laboratory exercises, each with none to 13 specimens, and several related lectures on the characteristics used to “diagnose” minerals.

***Rubric:***

I used a modified version of the “Application/Analysis” portion of the quantitative literacy value rubric from the AACU.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

<https://www.aacu.org/sites/default/files/files/VALUE/QuantitativeLiteracy.pdf>

Scores were assessed as follows:

Mastery/Capstone (4): 40-34

Accomplished/Milestone (3): 33-27

Adequate/Milestone (2): 26-20

Developing/Developing (1): 19-1

Inadequate/Did Not Participate (0): 0

**Data\*:**

Score	4	3	2	1	0
Sum	12	16	8	6	7
%	24.49	32.65	16.33	12.24	14.29

**Analysis and Interpretation:**

57% of students achieved Mastery or Accomplished levels of performance. Attendance during laboratory exercises is the most likely factor, as is attendance at the review session held during class time wherein all lab specimens are discussed, with “protips” for identification, followed by a question and answer session.

**Closing the Loop (Reflections on previous Recommendations):**

This is the first time these SLOs have been analyzed.

**Recommendations for Improvement:**

The primary change already enlisted is the abatement of 7am sections from two to one; now there is but a single 7am course, which serves the needs of those students with work or family schedules that would gain from having an early start time, and discourages those students not committed to a 7am start time. I look forward to comparing these results with the following Fall 2015 semester class scores.

**Resource Needs:**

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

- Carry through on planning support and feedback to improve this process

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## **GEOLOGY 1F**

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No information provided by instructor.

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## **GEOLOGY 5**

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### ***SLO number and text:***

2. Delineate relationships between rocks based on structure, superposition, unconformity, and cross-cutting relationships.

### ***Assessment\*:***

SLO was assessed based on a geologic map constructed for the Poleta Folds region of eastern California. Map was scored out of a total of 16 points, based on accuracy of contacts, structures, strikes, and dips.

### ***Rubric:***

To assess student success, I used a modified version of the “Conclusions and Related Outcomes” portion of the critical thinking value rubric from the AACU:

<https://www.aacu.org/value/rubrics/critical-thinking>

Scores were assessed as follows:

Mastery/Capstone (4): 16-13

Accomplished/Milestone (3): 12-9

Adequate/Milestone (2): 8-5

Developing/Developing (1): 4-1

Inadequate/Did Not Participate (0): 0

### ***Data\*:***

Score	4	3	2	1	0
Percent	15	1	0	0	2

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

***Analysis and Interpretation:***

This is a class for geology majors, and as such any student that takes the initiative to sign up and complete the course after understanding the syllabus is exceedingly unlikely to earn anything but a Master/Capstone assessment, more out of motivation and interest level than for ease. Successful completion of the assessment requires hiking and mental gymnastics in figuring out relationships between rocks in 3 dimensions, with a temporal component as well. The students that fared poorly turned in incomplete work or failed to turn in work altogether; at least one of these students approached me regarding anxiety issues that kept her from completing her work. Students will likely continue to find success, but based on past precedent, I look to involve DSPS in encouraging students to get aid that may help in finding success in these courses.

***Closing the Loop (Reflections on previous Recommendations):***

This is the first time this class has been assessed, and the first time the class has been offered.

***Recommendations for Improvement:***

Again, inclusion of DSPS, and perhaps encouragement for students to consider signing up for a physical education course to encourage physical fitness in advance of completing the hikes necessary for completion of the course.

***Resource Needs:***

Another geology instructor to free up time and resources to teach this class  
Flex day time as a geology faculty to rewrite and assess SLOs  
Flex day direction on the process we are currently involved in  
Planning and support guidelines far in advance in order to streamline this process  
Training in the use of eLumen

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**GEOLOGY 6**

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***SLO number and text:***

**#2:** Use the petrographic microscope to identify minerals in thin section and relate their optical properties to the characteristics of polarized light.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Assessment\*:**

This assessment consists of the aggregate results of 2 laboratory exercises designed to allow students to work with petrographic scopes in the study of minerals. These exercises follow in class activities in which students are introduced to the techniques and concepts prior to beginning the lab work.

**Rubric:**

The lab is scored out of 40 points. A rubric is used to assess whether students passed with an A (4 pts; exceeds expectations); passed with a B or C (3 pts: meets expectations); earned a D (2 pts: working toward meeting expectations); or failed with an F (1 pt: does not meet expectations).

**Data\*:**

Score	4	3	2	1	0
Percent	86%	14%	0 %	0%	7%

**Analysis and Interpretation:**

Only one section was taught this semester.

Most students either exceeded or met expectations. Students who did not had a history of not attending class or of not completing the practice assignments, despite repeated discussions about this in and out of class. This assessment is a summative assessment because students were given a lot of time to practice prior to actually doing the lab exercises.

**Closing the Loop (Reflections on previous Recommendations):**

No Prior recommendations

**Recommendations for Improvement:**

I feel that I am getting good results at present. However, a better assessment and rubric could be devised.

**Resource Needs:**

The classroom that we meet in is very small and students have limited access to materials outside of class. This room must be enlarged so that students have workspace and access to materials out of class. The small class size is the result of

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

the exceedingly small room. We also need better training on how to effectively complete the SLO assessment process. I find it very unsatisfactory!

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

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## **GEOLOGY 12**

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### ***SLO number and text:***

2. Develop an appreciation for the system approach to Earth science studies.

### ***Assessment\*:***

Wilbur:

Students were assessed via the written portion of midterm II, which involved describing ocean currents and wind circulation upon a rotating Earth. Students diagramed each on a picture of a globe, showing with arrows and names each important current or circulation cell at each pertinent latitudinal band. Scores were calculated out of 45 possible points.

Presiado:

ePortfolio where students gave evidence of their work and write reflections that demonstrated the course SLO's.

### ***Rubric:***

Wilbur:

To assess student success, I used a modified version of the "Conclusions and Related Outcomes" portion of the critical thinking value rubric from the AACU:

<https://www.aacu.org/value/rubrics/critical-thinking>

Scores were assessed as follows:

Mastery/Capstone (4): 45-39

Accomplished/Milestone (3): 38-32

Adequate/Milestone (2): 31-25

Developing/Developing (1): 24-19

Inadequate/Did Not Participate (0): 18-0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Presiado:

Student artifacts and reflections were graded in a single sitting using a common grading rubric on a 0-5 scale to match the scale in eLumen. Students with no artifact submissions were graded as 0.

**Data\*:**

Score	4	3	2	1	0
Sum	11	40	6	35	7
%	11.11	40.40	6.06	35.35	7.07

**Analysis and Interpretation:**

Presiado suggests “Most student scored in the Developing or Inadequate range. Students seemed to have trouble identifying particular course assignments that matched SLO2, and they were not sure what Earth Systems Science was. This is not a large part of the course outline, but modifications to curriculum will support students more in this outcome.”

Wilbur states: “The material pertinent to this portion of the exam was covered in a series of lectures leading up to the Thanksgiving holiday. Maps, interactive diagrams, and lecture as well as the textbook were all used to elucidate the concept.”

**Closing the Loop (Reflections on previous Recommendations):**

This is the first that these SLOs have been analyzed in this manner for this class.

**Recommendations for Improvement:**

1. Adding a module about Systems science.
2. Changing the course SLO's, or at least reviewing SLO 2
3. Creating better scaffolding for students to learn SLO 2
4. Lack of a laboratory exercise to enhance the learning experience, as well as timelines of the assignment. The fact that the exam was given the Tuesday prior to the Thanksgiving holiday may have discouraged studying, as well as attendance prior to the exam.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Resource Needs:**

Faculty need assessment professional development, support to create innovative rubrics and assessment strategies, as well as support in reporting and analysis of assessment data. Additional “lab” exercises, and rewriting more pertinent SLOs would be of additional service.

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**GEOLOGY 12F**

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**SLO number and text:**

#2: Ability to synthesize and analyze observations in a field setting in the context of the plate tectonic paradigm.

**Assessment\*:**

Students are required to keep a field notebook to record activities in this class. This notebook is used as evidence of their ability to meet the requirements of SLO #2. It is graded with a rubric. The portion of the rubric that is relevant to this assignment is:

<b>Interpretations and responses</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Essential interpretations of the observations are made</li><li><input type="checkbox"/> Interpretations accurate (or at least sensible)?</li><li><input type="checkbox"/> If relevant, specified questions are answered correctly and supplemented with notes and sketches when needed</li></ul>	<div>_____ /</div> <div>30</div>
--	----------------------------------

**Rubric:**

The notebook was graded using a rubric that was entered into canvas. I have no access to this rubric data, however.

In the absence of this data, I converted final notebook grades to rubric scores as follows:

A: 4

B/C: 3

D: 2

F: 1

Non-completion: 0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent	45%	25%	20 %	5%	5%

**Analysis and Interpretation:**

Only one section of this course was offered this semester.

It is unusual for students to obtain a grade less than an A on the notebook. However, this year, many students seemed dis-engaged from the class. I learned that many were online students and I wonder whether there is a correlation between those in online classes and poor performance on the notebooks. Students were given a list of specific items that should be in their notebooks and adequate time to complete the work, as well as feedback in the field. Nevertheless, poor performers showed a lack of follow-up based on field feedback.

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**CLOSING THE LOOP (REFLECTIONS ON PREVIOUS RECOMMENDATIONS):**

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There were not previous recommendations

**Recommendations for Improvement:**

This SLO is in need of change. I am currently working with the other faculty in the area to modify it so that it is better assessable.

**Resource Needs:**

We need better training in how to create more meaningful SLO's and assessments, as well as guidance in how to follow up.

I would also ask that CANVAS be clearly modified or marked as incompatible with retrieving rubric data after the course has concluded. We have been led to believe that this would be modified, but my experience in writing this report suggests otherwise.

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

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## GEOLOGY 22

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### ***SLO number and text:***

2. Recognize dynamic interplay between biology and geology in shaping dinosaur speciation, evolution and extinction.

### ***Assessment\*:***

Midterm I was used to assess the Earth System Approach to the Age of Dinosaurs course. The exam covered most introductory Earth Science required for an understanding of the dinosaur roll call and evolutionary tree portion of the course/

### ***Rubric:***

To assess student success, I used a modified version of the “Conclusions and Related Outcomes” portion of the critical thinking value rubric from the AACU:

<https://www.aacu.org/value/rubrics/critical-thinking>

Scores were assessed as follows:

Mastery/Capstone (4): 68-58

Accomplished/Milestone (3): 57-48

Adequate/Milestone (2): 47-38

Developing/Developing (1): 37-27

Inadequate/Did Not Participate (0): 26-0

### ***Data\*:***

Score	4	3	2	1	0
Percent	6	11	6	6	1

### ***Analysis and Interpretation:***

56.7% of students found success at the Mastery/Accomplished level. This course is typically a stunner for students looking for an “easy” science elective; the course material is more rigorous than most students expect. Topics covered beyond the scope of merely a listing of dinosaurs include phylogenetic systematics, evolution by natural selection, historical geology of the Mesozoic, and the interplay between tectonics, evolution, and preservation of dinosaur fossils.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

### ***Closing the Loop (Reflections on previous Recommendations):***

This is the first time this class has been assessed.

### ***Recommendations for Improvement:***

Better write-up in the course catalog elucidating expectations may help in making students aware of course expectations. Also offering this course as an afternoon course may aid in participation and interest.

### ***Resource Needs:***

Another geology instructor to free up time and resources to teach this class

Flex day time as a geology faculty to rewrite and assess SLOs

Flex day direction on the process we are currently involved in

Planning and support guidelines far in advance in order to streamline this process

Training in the use of eLumen

## **Summer 2015 (SLO #1 & #2)**

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### **GEOLOGY 30D**

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#### **SLO number and text:**

#1 Make and report, in oral and/or written form, empirical observations in a lab setting.

#2. Ability to synthesize and analyze observations in a field setting in the context of the plate tectonic paradigm.

#### ***Assessment:***

SLO #1: We assign a field notebook in which students compile observations, formulate hypotheses and complete exams.

SLO #2: We give students a midterm exam that requires them to synthesize observations in the field and respond to question prompts.

#### ***Rubric:***

SLO #1: The notebook is graded with a rubric that follows:

Notebook Rubric	0	1	2	3	4	Total
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\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Organization	No organization, random arrangement, no table of contents, not paginated	Poor organization, No Table of Contents; not paginated	Portions difficult to follow; No Table of Contents; not paginated	Notebook arrangement varies; Table of contents, not paginated	Notebook arranged in logical and easy to follow order; TOC included and fully paginated	4
Neatness	Illegible	Disorganized; Text mostly legible; Poor grammar	Haphazard presentation; Text mostly legible Insufficient space between sections	Moderately well arranged; Text mostly legible; sufficient space between sections	Pages arranged with thought; Text legible; Sufficient space between sections	4
Illustrations	None	One or Two	Illustrations difficult to read; No colors or labels	Abundant illustrations but no color or annotation	Abundant illustrations in color with labels; Work clearly enhanced with ink and color	4
Narrative	No narrative, Intro and Conclusions Missing	No narrative, Intro and Conclusions incomplete	Little narrative per stop; Narrative poorly written; Poor grammar; Incomplete sentences	Narrative at most stops; Intro and conclusions; moderately well written; in regard to grammar and complete sentences	Commonly included; Intro and Conclusions are complete and well written in regard to grammar and complete sentences	4
Completeness	<50% of stops included	50%-75% of stops	75%-95% of stops	95%-99% of Stops	100% of Stops Included	8 (4x2)
Road Map	Route <50% complete <50% stops labeled	Route 50%-75% complete 50%-75% of stops labeled	Route 75%-95% complete 75%-95% of stops labeled	Route 95%-99% complete 95%-99% of stops labeled	Route 100% complete 100% of stops labeled	8 (4x2)
Total:						32

SLO #2: The exam is graded on a letter scale. We convert this scale to a rubric as follows:

A/B: 4

C: 3

D: 2

F: 1

Did not complete: 0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data:**

## SLO #1

Score	4	3	2	1	0
%	36 %	18%	9%	0	0%

## SLO #2:

Score	4	3	2	1	0
%	82%	18%	0%	0	0%

**Analysis of Results:**

SLO #1: Most students did well in this assessment; the notebook rubric was discussed at the start of the class and we frequently reminded students about the requirements for success.

SLO #2: All of our students attained a high level of performance on this exam. They are extremely motivated. We feel that this assessment is a good one because it allows students to demonstrate their use of field observations and contextualize their learning

**Closing the Loop (Reflections on previous Recommendations):**

SLO #1: None Prior

SLO #2: None Prior

**Recommendations for Improvement:**

SLO #1 & #2: Improve these SLO's. We are currently in the process of revising our course SLOs.

**Resource Needs:**

## SLO #1 and #2:

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## GEOLOGY 30G

### ***SLO number and text:***

#1 Make and report, in oral and/or written form, empirical observations in a lab setting.

#2. Ability to synthesize and analyze observations in a field setting in the context of the plate tectonic paradigm.

### ***Assessment:***

SLO #1: We assign a field notebook in which students compile observations, formulate hypotheses and complete exams.

SLO #2: We give students a midterm exam that requires them to synthesize observations in the field and respond to question prompts.

### ***Rubric:***

SLO #1: The notebook is graded with a rubric that follows:

Notebook Rubric	0	1	2	3	4	Total
Organization	No organization, random arrangement, no table of contents, not paginated	Poor organization, No Table of Contents; not paginated	Portions difficult to follow; No Table of Contents; not paginated	Notebook arrangement varies; Table of contents, not paginated	Notebook arranged in logical and easy to follow order; TOC included and fully paginated	4
Neatness	Illegible	Disorganized; Text mostly legible; Poor grammar	Haphazard presentation; Text mostly legible Insufficient space between sections	Moderately well arranged; Text mostly legible; sufficient space between sections	Pages arranged with thought; Text legible; Sufficient space between sections	4
Illustrations	None	One or Two	Illustrations difficult to read; No colors or labels	Abundant illustrations but no color or annotation	Abundant illustrations in color with labels; Work clearly enhanced with ink and color	4
Narrative	No narrative, Intro and Conclusions Missing	No narrative, Intro and Conclusions incomplete	Little narrative per stop; Narrative poorly written; Poor grammar; Incomplete sentences	Narrative at most stops; Intro and conclusions; moderately well written; in regard to grammar and	Commonly included; Intro and Conclusions are complete and well written in regard to grammar and complete	4

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

				complete sentences	sentences	
Completeness	<50% of stops included	50%-75% of stops	75%-95% of stops	95%-99% of Stops	100% of Stops Included	8 (4x2)
Road Map	Route <50% complete <50% stops labeled	Route 50%-75% complete 50%-75% of stops labeled	Route 75%-95% complete 75%-95% of stops labeled	Route 95%-99% complete 95%-99% of stops labeled	Route 100% complete 100% of stops labeled	8 (4x2)
Total:						32

SLO #2: The exam is graded on a letter scale. We convert this scale to a rubric as follows:

A/B: 4

C: 3

D: 2

F: 1

Did not complete: 0

#### **Data:**

#### SLO #1

Score	4	3	2	1	0
%	36 %	18%	9%	0	0%

#### SLO #2:

Score	4	3	2	1	0
%	82%	18%	0%	0	0%

#### **Analysis of Results:**

SLO #1: Most students did well in this assessment; the notebook rubric was discussed at the start of the class and we frequently reminded students about the requirements for success.

SLO #2: All of our students attained a high level of performance on this exam. They are extremely motivated. We feel that this assessment is a good one because it allows students to demonstrate their use of field observations and contextualize their learning

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



***Closing the Loop (Reflections on previous Recommendations):***

SLO #1: None Prior

SLO #2: None Prior

***Recommendations for Improvement:***

SLO #1 & #2: Improve these SLO's. We are currently in the process of revising our course SLOs.

***Resource Needs:***

SLO #1 and #2:

- Flex day to use for development, discussion and analysis of SLO data.
- Yearly training to update faculty on changes in elumen.
- Improved CMS that allows direct flow of outcome data from the course shell into elumen.
- Carry through on planning support and feedback to improve this process

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## Course name and number: NUTR 011- Nutrition

**SLO number and text:** #1. Construct a list of nutrients needed by the body and their function in the body.

### Assessment:

For this project, students had to do the following:

1. Briefly depict how **carbohydrates**, **fats**, and **proteins** are digested and absorbed. Start with the events that occur in the mouth and work your way through the gastrointestinal (GI) tract by explaining what happens to each macronutrient in the stomach, small intestine, and large intestine. Include the contributions of the liver, gallbladder, and pancreas to digestion, and be specific about which molecules are absorbed. For example, carbohydrates must be broken down into monosaccharides in order to be absorbed. You will need to cite the sources you are referencing. While you can use your textbook, you should also include at least one other external source (preferably from a **PCC Library Database**.) See the [PCC Nutrition LibGuide](#) for links to databases. Remember when accessing off campus, you'll need your PCC Username and password.
2. Your description can either be a series of **3 flowcharts or a compare/contrast table** that track the basic digestion of macronutrients. You can download and use this [Compare & Contrast Template.docx](#) if you wish. **Please write in complete sentences.**
3. Then, create a short 1-2 page double-spaced written summary of how all 3 macronutrients are digested and absorbed, including a discussion of the events in each compartment of the GI tract. This summary must be in your own words and must **include an APA citation** to your external source.

### Understanding Macronutrients Project RUBRIC

Understanding Macronutrients Project			
Criteria	Ratings		Pts
Fully describes Mouth Digestion.	Full Marks	No Marks	2 pts
	2 pts	0 pts	
Fully describes Stomach Digestion.	Full Marks	No Marks	2 pts
	2 pts	0 pts	
Fully describes Small Intestine Digestion/Absorption.	Full Marks	No Marks	2 pts
	2 pts	0 pts	

Fully describes Large Intestine Digestion/Absorption.	Full Marks 2 pts	No Marks 0 pts	2 pts
Fully describes processing by the liver, gall bladder or pancreas.	Full Marks 2 pts	No Marks 0 pts	2 pts
Turned in on time, paper is written coherently and APA citations are included.	Full Marks 2 pts	No Marks 0 pts	2 pts
Total Points: 12			

#### **Data:**

Score	4	3	2	1	0
Percent (90 students)	23 %	42%	17%	8%	10%

#### **Analysis of Results:**

65% of the students completed the assessment at the above average or exemplary stage. They fully understood, explained and constructed a list explaining the role of nutrients and how it functions in the body. 9% were at a developing stage and the other 18% didn't complete the assessment or submitted incomplete information. The Rubric was used to assess all students the same giving everyone a fair assessment.

#### **Closing the Loop (Reflections on previous Recommendations):**

N/A

Not previously assessed

#### **Recommendation for Improvement**

This assignment enhances critical thinking and writing skills. They have to fully explain nutrients and what purpose they serve and how they are absorbed. I do not think any changes need to be made except for modifying the SLO using Bloom's Taxonomy. This will be submitted Spring 2015

through C&I.

### Resources needed

- More full time faculty teaching within the discipline.
- Trainings for all model course online faculty
- Compensation for model course curriculum design

**Course number and title: NUTR 011-Nutrition**

### SLO number and text:

3. [Apply dietary guidelines and current nutrition recommendations](#)

### Assessment\*:

1. **Diet Analysis Semester project:** Save the following **three** reports as a PDF from **My Diet Analysis -- *Actual Intakes vs Recommended Intakes; Calorie Assessment*** and **Comparison** (you will set this report to compare your two profiles so that you can see if there has been any change).
2. Look at these three reports and see if there has been any difference between your diet at the beginning of the semester and now. You will then make suggestions on how you can add or subtract certain foods to or from your diet in order to meet/achieve 80-110 percent of the recommendations of **My Diet Analysis**. If your intake of a particular nutrient falls between 80 and 110 percent of the recommendations, you do not need to include it in your analysis since this is considered a strength. However, if it doesn't, then indicate how you could alter your diet to make it fall within the recommended intake.
3. Discuss how you met/didn't meet your **3-5 nutrition goals** and then modify or set new goals based on the **RDA standards** . If you would like some ideas as to how to set nutrition goals for yourself, you can check out these general interest websites:

Described above is the final submissions. Throughout the semester there were 3 main parts to the project. 1) Diet Tracking 2.) Goal setting 3.) Report analysis. All data will be used from the 3 parts. This assignment was chosen primarily since all of our Nutrition 011 courses include the Diet Analysis project.

**Rubric:** Final Submission Rubric

Diet Analysis Project				
Criteria	Ratings			Pts
Submission includes 1.) Analysis of 3-day diet 2.) Analysis of software program 3.) Recommendations				20 pts
	All items included in project	1 item is missing in project	2 or more items or missing in project	
	20 pts	10 pts	5 pts	
Diet plan includes following criteria: 1.) Aligns with Dietary Guidelines 2.) Is well organized 3.) Is turned in on time.				30 pts
	All items meet these criteria	1 item is missing from these criteria	2 or more items missing from these criteria	
	30 pts	15 pts	0 pts	
Total Points: 50				

**Data\*:**

Score	4	3	2	1	0
Percent (415)	135/32%  32%	186/45%	66/16 %	22/5%	6/2%

**Analysis and Interpretation:**

Roughly 87% of the courses assessed scored well. These students completed all three parts of the assignment, analyzed the data according to the rubric and understood what was expected of them. As we discussed collaboratively it was decided that majority of the students enjoy this assignment. It allows them to assess their current eating habits and create goals to improve or sustain.

The other 23% that were approaching or did not meet the recommended standard for this assessment were missing one or more parts or did not submit the assignment at all.

**Closing the Loop (Reflections on previous Recommendations):**

Never assessed prior years so there are no recommendations for us to reflect on.

### **Recommendations for Improvement:**

One recommendation is to hire more full time faculty and create a working community for all faculty interested. We offer 30 sections roughly a semester and this would allow curriculum redesign to occur regularly amongst faculty teaching Nutrition. Currently, the model courses need to be updated and we do not have the funding for this to occur.

Provide the Diet Analysis software for free for our students.

Work with the Publisher to lower the textbook costs

Offer more hybrid models

Professional development for assessments across campus to fully understand the implementation of the assessment.

### **Course number and title: HED 002A**

#### **SLO number and text:**

3. Analyze health-related components of physical fitness and be able to identify a variety of exercises specific to each component to improve their personal fitness levels.

#### **Assessment\*:**

The students had to keep a personalized journal about the dimensions of holistic health and provide their own analysis which was discussed (physical, emotional, social, spiritual, environmental and intellectual wellness) in class. They had to work together in small groups and create a presentation to the class about each dimension and provide examples based on their results. A quiz was created based on the examples and students had to identify the dimensions with the examples provided by the student's.

**Rubric:**

4- Students fully understood holistic health and were able to identify and provide examples for each during the presentation.

3- Students were able to identify holistic health but were confused when they provided examples during the presentation.

2- Students did not understand what holistic health was or were not able to provide examples

1 Students did not participate during the presentation

0 Did not show up or participate at all

**Data\*:**

Score	4	3	2	1	0
Percent					
(31 students)	27/88%	2/6%	0 %	0%	2/6%

**Analysis and Interpretation:**

94% of the class understood the assessment. They were clearly able to define holistic health, the dimensions, provide examples and did well on the quiz. The other 6% (2 students) did not show up so they did not receive a



score for the assignment.

### **Closing the Loop (Reflections on previous Recommendations):**

No recommendations were identified only to hire FT faculty. Since the last assessment we hired 1 FT faculty member in Kinesiology and Health.

### **Recommendations for Improvement:**

Update the course and SLO's

Update the Form D (last updated 2008)

### **Course number and title: HED 044/Health Education**

Student Learning Outcome (SLO) assessed:

1. **SLO #1:** [Analyze their own healthy behavior change.](#)

### **Assessment**

Faculty assessed students understanding of health and wellness utilizing the dimensions of health and to create their own Personal Prescription. The students had to keep a personalized journal about the dimensions of holistic health and provide their own analysis utilizing the 6 dimensions (physical, emotional, social, spiritual, environmental and intellectual wellness). They had to research each dimension and apply it into their prescription setting individual goals for each one.

#### **Personal Prescription Paper**

Personal Prescription Paper		
Criteria	Ratings	Pts

Content was clear and concise	Master y 10 pts	Satisfactor y 7 pts	Needs Improvement 5 pts	10 pts
Material reflected content from Unit 1	Master y 10 pts	Satisfactor y 7 pts	Needs Improvement 5 pts	10 pts
Three (3) personal goals set with a self analysis	Master y 10 pts	Satisfactor y 6 pts	Needs Improvment 3 pts	10 pts
Timely submission and effort	Master y 10 pts	Satisfactor y 5 pts	Needs Improvment 3 pts	10 pts
SLO #1 HED 44 <a href="#">view longer description</a>	Exceeds Expectatio ns 5 pts	Meets Expectati ons 3 pts	Does Not Meet Expectations 1 pts	5 p ts
SLO #4 HED 44	Exceeds Expectatio ns 5 pts	Meets Expectati ons 3 pts	Does Not Meet Expectations 0 pts	5 p ts
Total Points: 50				

## Data

<i><b>Mastery</b></i>	<i><b>Accompl ished</b></i>	<i><b>Adequat e</b></i>	<i><b>Developi ng</b></i>	<i><b>Inadequ ate</b></i>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b><i>Number of Students 267</i></b>	147/55 %	88/33%	20/7%	7/3%	5/2%
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### **Analysis and Interpretation:**

Students who did well obviously have been engaged in the course. The assessed courses were online and face to face and we noticed the interaction level is significantly higher for students who were actively engaged and working through the module related to SLO #1. They were able to fully explain and analyze each dimension as well as provide realistic goals after their assessment. Lack of engagement and involvement in the online class, students were not completing the module or the assignment in a timely manner efficiently. Some of the students who scored in the developing and inadequate column displayed poor writing skills and could not articulate their goals or explain the difference between the dimensions.

What suggestions would you recommend to help more students achieve success with this SLO?

An idea that was discussed was to break down the assignment to help those students who may have a difficult time writing using a PART-PART-WHOLE method. Majority of the student's scored really well so it is evident this is a great assignment. Having student's submit a preliminary proposal or outline before the final submission may help.

### **Resources**

Curriculum redesign for both face to face and online  
Professional development on campus for assessments

**Course number and title: HED 044-Health Education**

**SLO number and text:**

## 2. Analyze and apply new techniques for managing stress.

### **Assessment\*:**

In this case study, students researched on stress and ways to build self-efficacy. They had to use their textbook and academic journals to analyze the case study scenario and provide a thoughtful analysis. They had to share with the class their findings and provide feedback amongst peers. (Case study scenario below)

#### Case Study Scenario

*Katya is a freshman with a 3.0 grade point average. She studies diligently, but experiences severe anxiety before tests because she doesn't believe that her efforts will make a difference. It is almost the end of the semester and Katya must do well on her chemistry exam or she'll lose her scholarship. This pressure has made her test anxiety so bad that she had a panic attack this afternoon while trying to study. The chemistry exam is two days away and she needs help.*

#### Thinking it Over

Very often, a college student's self-esteem will be based on academic performance. Discuss how you could help Katya build her sense of self-efficacy both in and out of the classroom. You will also need to discuss the best approaches Katya can take now to do well on her exam and prevent a similar stressful situation from happening next term. This is where you will use your research to support your ideas.

### **Rubric:**

Case Study Rubric				
Criteria	Ratings			Pts
Content is organized, clear and concise and pertains to the scenario. Analysis includes research and personal perspective.				5 pts
	Mastery 5 pts	Satisfactory 3 pts	Needs Improvement 2 pts	
Writing is in author's own words, 3 external sources are used and citations are in APA format.				5 pts
	Mastery 5 pts	Satisfactory 3 pts	Needs Improvment 2 pts	
Turned in on time	Mastery 5 pts	Satisfactory 3 pts	Needs Improvement 2 pts	5 pts
SLO #1 HED 44 <a href="#">view longer description</a>	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 1 pts	5 pts
SLO #2 HED 44	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 0 pts	5 pts
Total Points: 25				

**Data\*:**

Score	4	3	2	1	0
Percent	187/65%	57/20%	30/10 %	4/1%	9/4%
287 students					

### **Analysis and Interpretation:**

85% of the students assessed scored really well. They understood the assignment and were able to articulate their research into the case study analysis. Those who did not do well did not fully participate or they did not submit the assignment at all. This assessment turned out quite well and the faculty are pleased with the results.

### **Closing the Loop (Reflections on previous Recommendations):**

Not previously assessed as this is a new student learning outcome. We modified SLO's to align with the C-Id descriptor.

### **Recommendations for Improvement**

No changes need to be made at this time. This assessment aligns perfectly with the SLO.

**Resource Needs:**

Curriculum redesign funding and professional development for proper assessments

## History Department Annual Assessment Report 2014-2015

**Introduction:** ELumen has been a challenge. In 2013-2014, the History team assessed Old SLO #3, New SLO #3, Old SLO #4, and New SLO #4. There was much miscommunication. For the academic year 2014-2015, a FT faculty member reported that she did input assessment data into eLumen for all her classes, but the current website only shows information for History 2AB (which she does not teach). The agreement in 2014 was that we would concentrate in assessing History 7AB, our core curriculum. ELumen says “no SLO’s” next to History 7AB. Despite watching a few videos on eLumen, we could not find the History 7AB data. We have received no useful feedback on past AARs.

We are being more effective with the (paper) data gathering for Fall 2015. While some departments may have other experiences, History offered 75 sections of 17 courses in the Fall of 2015; there were 44 sections of History 7AB. History Department currently includes 7 fulltimers and 20 adjuncts this semester. Any change in SLO or its assessment process is a massive undertaking.

### 1. COURSE: HISTORY 2A: WORLD CIVILIZATION BEFORE 1500 (FALL 2015)

#### SLO #1: Communication.

Demonstrate through original written and/or oral analysis the ability to identify important events in historical eras; evaluate variables of historical phenomena; and analyze the causes and impact of significant change in a global context.

#### Results:

N/A	0 - Inadequate	1- Developing	2- Adequate	3- Accomplished	4- Mastery	TOTAL
1 2.78%	6 16.67%	0 0%	15 41.87%	10 27.78%	4 11.11%	36 100%

**Assessment:** It is not known how this one course was assessed. Traditionally, instructors use a myriad of assessment tools mostly based on



writing samples.

**Rubric:**

Inadequate	Student cannot successfully identify important historical events in a variety of eras, analyze the causes and consequences of those events, and draw connections between those events.
Developing	Student shows limited understanding of the events themselves and a marginal comprehension of cause and consequences.
Adequate	Student can identify events with some understanding of causes and consequences, and can connect those events to the contemporary world.
Accomplished	Student has a clear understanding of historical events, their causes and consequences. An accomplished student can clearly and coherently explain the relationship between a variety of historical events, persons, and influences.
Mastery	Student clearly and elegantly weaves important historical events together into a comprehensible and insightful narrative, and draws connections between these events and the modern world.

**Analysis of Results:** No worthwhile analysis can be ascertained. Perhaps this is meant to be baseline data. But analyzing another SLO each semester suggests that no comparison can be made any time soon. Data on final grade distribution and retention per faculty member would be more useful.

**Closing the Loop (Reflections on Previous Recommendations):**

Using eLumen continues to be problematic. Learning Assessment Committee's recommendation to change some of our SLO's has created more difficulties. Although the History FT had thought to focus specifically on testing History 7AB to ascertain more comparative data, Learning Assessment Committee has mandated that we test one of each course

offering for Fall 2015 and a different SLO. As they say, it is like comparing apples and oranges.

### **Recommendations for Improvement:**

Perhaps more training is necessary as the History faculty remains unclear the purpose and goals of SLO assessment. In what ways will this improve teaching and learning?

## **2. COURSE: HISTORY 2B: WORLD CIVILIZATION SINCE 1500 (SPRING 2015)**

### **SLO #1: Communication.**

Demonstrate through original written and/or oral analysis the ability to identify important events in historical eras; evaluate variables of historical phenomena; and analyze the causes and impact of significant change in a global context.

### **Results:**

N/A	0 - Inadequate	1- Developing	2- Adequate	3- Accomplished	4- Mastery	TOTAL
4 6.45%	2 3.23%	1 1.61%	6 9.68%	42 67.64%	7 11.29%	62 100%

**Assessment:** It is not known how these two courses were assessed. Traditionally, instructors use a myriad of assessment tools mostly based on writing samples.

### **Rubric:**

Inadequate	Student cannot successfully identify important historical events in a variety of eras, analyze the causes and consequences of those events, and draw connections between those events.
Developing	Student shows limited understanding of the events themselves and a marginal comprehension of cause and consequences.
Adequate	Student can identify events with some understanding of causes and consequences, and can connect those events to the contemporary world.
Accomplished	Student has a clear understanding of historical events, their causes and consequences. An accomplished student can clearly and coherently explain the relationship between a variety of historical events, persons, and influences.
Mastery	Student clearly and elegantly weaves important historical events together into a comprehensible and insightful narrative, and draws connections between these events and the modern world.

**Analysis of Results:** No worthwhile analysis can be ascertained. Perhaps this is meant to be baseline data. But analyzing another SLO each semester suggests that no comparison can be made any time soon. Data on final grade distribution and retention per faculty member would be more useful.

### **Closing the Loop (Reflections on Previous Recommendations):**

Using eLumen continues to be problematic. Learning Assessment Committee's recommendation to change some of our SLO's has created more difficulties. Although the History FT had thought to focus specifically on testing History 7AB to ascertain more comparative data, Learning Assessment Committee has mandated that we test one of each course offering for Fall 2015 and a different SLO. As they say, it is like comparing apples and oranges.

### **Recommendations for Improvement:**

Perhaps more training is necessary as the History faculty remains unclear the purpose and goals of SLO assessment. In what ways will this improve teaching and learning?

## 1. ART 016A

### Annual Assessment Report FALL 2015

Course name and number: Art 016 Perspective

SLO #3. Create and construct formal presentations involving linear perspective using professional tools and materials.

#### ASSESSMENT:

Assignment: Construct in linear 1 point perspective a drawing of student's bedroom with new furniture and accessories, ink on vellum. Intermediate weekly reviews of work in progress. Final is presented to class and assessed in critique by classmates & faculty.

#### DATA:

Total Students Assessed: 18

One section offered, one section assessed.

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students Assessed 18 (82% of 22)</i></b>	22%	32%	10%	5%	22%

#### ANALYSIS AND INTERPRETATION:

Of the 22 students in the class 18 were assessed. The other 4 were absent.

54% of students assessed achieved either “mastery” or “accomplished” with another 10% “adequate”.

The students’ work benefitted from the demonstration of examples and emailed photographs of process. Some students struggled because of lack of access to instructional tools and lack of access to a drawing lab on campus. (These are large scale drawings, done with drafting tools and require access to drafting tables.)

The assessment tool is the industry standard, assessment by peers, public presentation and critique.

## **CLOSING THE LOOP**

Process photos were consistently taken and distributed by email to assist with homework which helped many students. Some instructional tools have been added to classroom but more are still needed, particularly because they are shared with other classrooms.

## **RECOMMENDATIONS FOR IMPROVEMENT**

Access to drawing lab outside of class hours.

### **RESOURCE NEEDS:**

Instructional tools, including T-squares, triangles, scales, leads and pointers are needed to be sure all students have access to them. Access to drawing lab outside of class hours to do large format drawings, team & homework projects together.

## **2. ART 032A**

### **Annual Assessment Report FALL 2015**

Course name and number: Art 032A 3D Design

SLO #3. Development of skills and processes using a variety of artistic materials, techniques and tools appropriate to an introductory study in design

### **ASSESSMENT:**

Assignment: Study of Organic Form, representation of organic form with wood, polymer clay, and foam.

Assessment: Intermediate weekly reviews of work in progress. Final is critiqued in writing by a classmate then presented to class and assessed in critique by classmates & faculty.

## DATA:

Total Students Assessed: 26

Four sections offered, one section assessed.

	<i><b>Mastery</b></i>	<i><b>Accomp lished</b></i>	<i><b>Adequat e</b></i>	<i><b>Develop ing</b></i>	<i><b>Inadequ ate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Student s Assess ed 26 (93% of 28)</b></i>	23%	27%	38%	8%	4%

## ANALYSIS AND INTERPRETATION:

Of the 28 students in the class, 26 were assessed. The other 2 were absent.

50% of students assessed achieved either “mastery” or “accomplished” with another 38% “adequate”.

This is a strong, but large group of students. Students’ work benefitted from the demonstration of examples and the examples of their peers. Some students struggled because of lack of access to instructional tools and lack of access to lab time. Without the support of a lab technician or a full complement of instructional tools and materials in the class room, too much instructional time is diverted to retrieving the tools and materials

from other rooms, equipment sign-out, or purchase of materials.

The assessment tool is the industry standard, assessment by peers, public presentation and critique.

## CLOSING THE LOOP

The classroom is in need of additional instructional tools and materials, particularly because they are shared with other classrooms. Instructor's ability to work with individual students, especially those who are struggling, is limited by the need to retrieve equipment and materials from other classrooms, sign-out equipment, and handle the purchase of materials. This is necessitated by the continuing reduction in lab technician support and incomplete inventory of instructional materials.

There is also a safety component to this issue as the instructor's time and attention are often distracted by set-up, check-out and purchases while students are using tools and require supervision.

## RECOMMENDATIONS FOR IMPROVEMENT

Increase support from lab technician.

Add complete instructional tools and materials to the classroom.

### RESOURCE NEEDS:

Instructional tools, including cutting matts, and small tools like drills, and pliers, are needed to avoid instructional time being devoted to bringing them from other labs. Selling materials and checking out equipment should be done by support staff, not instructors.

## **3. ART 041ABC**

### **Annual Assessment Report FALL 2015**

Course name and number: Art 041A,B,C – Interior Design: Space Planning and Materials

SLO #2. Create and original interior design project and present it in plan, section, and model.

### ASSESSMENT:

Assignment: Design an interior space according to given program and represent it in plan, section, model, and material selections.

Assessment: Intermediate weekly reviews of work in progress. Final is presented to class and assessed in critique by classmates & faculty.



## DATA:

Total Students Assessed: 31

Four sections offered, four sections assessed (cross-listed)

	<b><i>Mastery</i></b>	<b><i>Accomp lished</i></b>	<b><i>Adequat e</i></b>	<b><i>Develop ing</i></b>	<b><i>Inadequ ate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Student s Assess ed 31 (94% of 33)</i></b>	6%	48%	32%	3%	10%

## ANALYSIS AND INTERPRETATION:

Of the 33 students, 31 were assessed. The other 2 were absent.

54% of students assessed achieved either “mastery” or “accomplished” with another 32% “adequate”.

Some students struggled because of lack of access to instructional tools and lack of access to lab time. Lack of instructional tools in the classroom is an issue of equity and students who do not have the ability to provide their own are clearly less successful than they would be otherwise.

The work is strongest where students are working collaboratively. I try to make my classroom available as an open lab during my office hours but it is not long enough or consistent enough to support a significant percentage of the students.

The weakest part of the student work is the presentation of furniture, fabric, materials, and color samples because of the inadequacy of the materials library. Access to the materials library is limited to class hours. Stock of materials needs constant outreach by faculty to the interiors industry for replacement, and constant maintenance by instructor because there is no support from a college assistant.

The assessment tool is the industry standard, assessment by peers, public presentation and critique.

## CLOSING THE LOOP

The classroom is in need of additional instructional tools and materials, particularly because they are shared with other classrooms.

The materials resource rooms needs an infusion of materials samples from industry.

## RECOMMENDATIONS FOR IMPROVEMENT

Increase support for materials library with college assistant.

Add complete instructional tools and materials to the classroom.

### RESOURCE NEEDS:

Complete instructional supplies (not shared with CA112 or CA320)

Open lab for large format drawings (with drafting boards and equipment) to support student success and improve equity.

College assistant for materials library

# The Annual Assessment Report (2014-2015)

## Fall 2014

### JAPN001 - Elementary Japanese

**SLO#1** – Read simple sentences with level-appropriate grammar and vocabulary

**Assessment:** Most faculties used one portion of the final exam to assess students' ability to read simple sentences. As an example, one faculty member asked students to read incomplete dialogues and write the missing parts of the dialogues.

#### Rubric:

0	1	2	3	4
inadequate	Developing	Adequate	accomplished	Mastery

#### Results:

Score	0	1	2	3	4
Percent (201 students)	6.47 %	13.43 %	18.41 %	18.41 %	31.84 %

**Analysis:** Close to 70% (68.66%) of students achieved “adequate” or better level reading skills, and the majority achieved “accomplished” or “Mastery” level. This is good, but there are close to 1/5 of the students who performed less-than adequately.

The measurement seems valid because students needed to understand the sentences in order to fill in the missing portion of the dialogue.

Therefore, this reflects the reading ability of the students. However, some students might have failed to fill in the missing portions appropriately because their production may not be in par with the receptive ability (comprehension): they might not know how to express the missing portion although they understood the written sentences perfectly.

**Closing the Loop (Reflections on previous Recommendations):** A large majority of the students achieved the adequate-or-better level of comprehension just like last time In 2012. Still a significant number of students (20%) struggled in this category again just like last time(14%). As the previous report recommended, we still need to keep paying more attention to those struggling students who are having hard time understanding simple

sentences. At the same time, it is possible that the problem these students have may be production rather than comprehension as mentioned above.

### **Recommendations for Improvement:**

Although it is difficult to separate comprehension completely from production, it may be a good idea to figure out a way to separate them completely if appropriate.

### **JAPN002 - Elementary Japanese**

**SLO#1**–Read simple texts with level-appropriate grammar and vocabulary

**Assessment:** faculty used a portion of the final examination, in which students read incomplete dialogues and write the missing parts of the dialogues.

### **Rubric:**

0	1	2	3	4
Inadequate	Developing	Adequate Competence	Accomplished	Mastery

**Data:**

Score	0	1	2	3	4
Percent (39 students)	10.26 %	10.26 %	12.82 %	20.51 %	35.9 %

**Analysis and interpretation:** The majority of the students (56.41%) achieved the accomplished or mastery level, and close to 70% achieved adequate or better competence.

This is very good especially considering that these data came from the final examination that basically covers everything that had been covered in the entire semester. It seems to show students had very well learned and retained information that is supposed to be learned in the entire Japn-2 class. These students seem well prepared for the next step, Japanese 3. Apparently, however, this type of questions are very difficult for some students (nearly 1/5 of the students performed in less-than-an adequate level, but high achievers seemed to enjoy them because they are not simple tasks like answering questions. Students have to understand what they read and use

reasoning abilities to come up with what they need to say to fill the missing portions of the dialogue. Therefore, it is understandable that there are more than 20% of students who scored less-than-adequately while more than 35% of the students functioned at the mastery level.

**Closing the Loop:** This time we obtained the results that are similar to those obtained last time in 2012: that is, in both occasions a large majority achieved accomplished and mastery levels while 1/5 of the students performed in less-than-an-adequate levels. We still need to keep working on helping low-achievers to perform better as suggested in the previous report. On the other hand, as pointed out below, the measurement used might be too difficult for some students because they had never had that format before this measurement (please see below).

**Recommendations for Improvement:** The measurement used was a very good measurement to assess students' overall skills that combine both comprehension and production. Although it is a good measure it might be too difficult for some students.

Students saw this format of questions in the final exam for the first time. If the same format is used more often in other tests, too, their performance might improve. It might have been too much for certain students when they see totally new things in a pressure situation like taking the final exam.

## **JAPN 003 – Intermediate Japanese**

**Introduction:** In fall 2014, there were two sections of this course offered and taught by two full-time teachers. All these sections were assessed by the teachers with the SLO#1. The teachers used the data from their records because eLumen had a glitch and they were not able to input their data in elumen. The teachers have been constantly discussing the teaching and assessment methods including SLOs and rubrics.

**SLO #1:** Read texts with complex and compound sentences, and level-appropriate vocabulary.

**Assessment:** Reading comprehension tests



The students were required to read short Japanese passages and answer questions related to the passages in the forms of tests.

## Rubric

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No comprehension of reading materials	Insufficient, comprehension of reading materials	Some comprehension of reading materials	Adequate, but not perfect comprehension of reading materials	Perfect comprehension of reading materials

## Data:

°	1.	1.	1.	1.	1.
Percent (47 students)	1. 2.	1. 2.	1. 2.	1. 2.	1. 2.

## **Analysis and Interpretation:**

The students in this class showed the high accomplishment in the reading skill, as the majority of the students reached the passing levels (87.23%), and more than half of the students (51.06%) achieved the mastery level. There are 21.28% of students who are just one step away from the "mastery" level, that is, the "accomplished" level. Additionally, there are 12.77% of the students, who did not reach the passing grade.

## **Closing the Loop (Reflections on previous Recommendations):**

In the last SLO#1 assessment in the fall 2012, the student showed very high accomplishment level, as 94.7% of the students reached the passing level, and thus there was only one recommendation, which was kanji character practice. Although the students' accomplishment level of reading skill in fall 2014 is worse than the one in the fall 2012 assessment, it is hard to say that kanji practice did not help the students' achievement, as the students' accomplishment in the fall 2012 was exceptionally high and hard to get better accomplishment than that. As a matter of fact, 51.06% of the students belong to

the mastery level in this assessment, and it is extremely high.

### **Recommendations for Improvement:**

It may be important to integrate kanji practice in reading materials instead of isolated kanji practice. Moreover, students, who reached the “adequate competence” and “accomplished” levels, may need a little more reading practice than they have now to reach the mastery level.

### **Resource Needs:**

We need more Japanese books and magazines, which contain short and interesting stories to invoke the students’ interest in reading.

## **JAPN 004 – Intermediate Japanese**

**SLO#1:** Read moderately sophisticated texts with level-appropriate grammar and vocabulary.

**Assessment:** oral midterm, individual and group presentations, interactions between students and instructor, as well as short dialogue between students

**Rubric:**

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No skills of reading materials	Insufficient , skills of reading	Adequate skills of reading	Accomplished, but not perfect skills of reading	Near-perfect skills of reading

## Results:

Score	0	1	2	3	4
Percent  (20 students)	0%	0%	20 %	35 %	45 %

## Analysis and Interpretation:

The SLO #1 assessment shows that 100 % of the students have achieved beyond the adequate level of reading skills, and 80 % have achieved the mastery and accomplished level. This is an encouraging result. However, 20% of students need to brush up their reading skills.

## Closing the Loop (Reflections on previous Recommendations):

Overall rate of reading skills have improved.

## Recommendations for Improvement:

Reading skills are achieved only through a lot of reading experiences whether it is structured or casual. Questions should be asked based on

their reading, and also the time for group discussion may be given since it will encourage students to sort out their thoughts process, hopefully deepen their understanding as well as enhancing their analytical skills.

**Resource Needs:** Not for now.

## **JAPN005 – Advanced Reading and Writing**

**SLO#4:** Analyze cultural issues of Japan in each historic era as they relate to the arts, literature and politics.

**Assessment:** tests, short and long essays, homework assignments

### **Rubric:**

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No comprehension of materials	Insufficient comprehension of materials	Adequate comprehension of materials	Accomplished, but not perfect comprehension of materials	Perfect comprehension of materials

### **Results:**

Score	0	1	2	3	4
Percent	0%	4.4 %	0 %	21.7 %	73.9 %
(23 students)					

### **Analysis and Interpretation:**

The SLO #4 assessment shows the results that 95 % of the students have achieved the mastery and accomplished level of understanding on cultural issues of Japan in Tokugawa period as they relate to the arts, literature, and politics. Only 4.4 % shows that they have insufficient understanding of Japanese culture.

### **Closing the Loop (Reflections on previous Recommendations):**

No comparison can be made since this is the first time SLO #4 was administered.

### **Recommendations for Improvement:**

Perhaps a better allocation of time should be implemented for a

poem-making activities. Those short poems include "haiku, senryu,

and kyooka." Students could acquire a better sense of life styles of

those who lived in the Tokugawa period  
when they are given ample

time to sort out and analyze the given  
information.

**Resource Needs:** Not for now.

## **Spring, 2015**

### **JAPN001 - Elementary Japanese**

**SLO#2** – Write simple sentences with level-  
appropriate grammar and vocabulary

**Assessment:** Most faculties used one portion of  
a test to assess students' ability to write simple  
sentences. Most of them used translation  
format from English into Japanese.

#### **Rubric:**

0	1	2	3	4
inadequate	Developing	Adequate	accomplish ed	Mastery

#### **Results:**

Score	0	1	2	3	4
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Percent (192 students)	13.02 %	8.85 %	13.02 %	19.79 %	28.12 %
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**Analysis:** Close to 70% (68.66%) of students achieved “adequate” or better level reading skills, and close to the majority (47.91%) achieved “accomplished” or “Mastery” level. This is good, but there are close to 1/5 of the students who performed less-than-adequately.

Most students seem to have learned to use Japanese grammar and vocabulary required to produce correct simple sentences. Still many students, however, did not seem to learn how to produce these simple sentences. Students in Japanese 1 only learn to understand and produce simple sentences: they will learn to connect simple sentences to create compound and complex sentences in Japanese 2 and above. Those students who can use simple sentences seem ready for the higher-level classes that deal with more complex sentence structures, the above 20-% of students who failed to learn simple sentences will most likely struggle in higher-level classes if they decide to continue their pursuit of Japanese-language study. We need to help these students



achieve at a higher level in order for the Japanese program to flourish.

When the SLO assessment results from Fall 14, which assessed comprehension, are compared with the results from Spring 2015, students seem to understand more than they produce given that different groups of students were assessed for the two skills: comprehension and production.

There is a concern about the validity of the measurement for SLO #2 to the effect that students' production might not be as good as comprehension. Therefore, using a measurement that involves production to measure comprehension may not be valid. Please refer to the analysis section of Fall, 2014 report.

**Closing the Loop (Reflections on previous Recommendations):** This time it is found there still are a significant number of students who performed less than adequately for this SLO. The faculty still needs to figure out an effective way to bring them up to an adequate level.

**Recommendations for Improvement:**

Although this SLO is about writing, the kind of language students study in Japanese 1 is primarily a spoken Japanese language. Thus, we can probably consider measuring speaking ability using pencil-and-paper test in this SLO in lieu of oral testing. Hence, in order to improve the results for this SLO, we need to work on students' speaking skills. Both teachers and students tend to feel that students have learned expressions when they understand them. We probably have to have students have more opportunities to speak out in Japanese. Since they can understand well, they have most probably gotten the gist of the things, all they probably need is practice using them more to express themselves.

## **JAPN002 - Elementary Japanese**

**SLO#2** – Write simple texts with level-appropriate grammar and vocabulary.

**Assessment:** Faculties used a portion of the final examination, in which students translate simple English sentences into equivalent Japanese sentences.

**Rubric:**

0	1	2	3	4
Inadequate	Developing	Adequate Competence	Accomplished	Mastery

### Data:

Score	0	1	2	3	4
Percent (78 student s)	7.69 %	6.41 %	26.92 %	34.62 %	19.23 %

**Analysis and interpretation:** The majority of students (53.85%) achieved either accomplished or mastery level and over 80% (80.77%) of the students accomplished adequate or better ability level. This is certainly a positive results. Also, students seemed to have improved throughout the course of the semester. The translation section was included in every test they took. Many students struggled in earlier tests. It was rewarding to see the majority of them did very well in the final test, which required comprehensive knowledge of the materials that had been covered throughout the semester. Many writing and speaking tasks that were assigned for homework or in the tests must have paid off.

Apparently, the production skills are better than receptive skill(comprehension), which was assessed in Fall, 2014. This may be partially because the task used for comprehension in Spring, 2014 seems more complicated one that requires several skills, namely, reading comprehension, reasoning and production as discussed in the analysis and interpretation section of the fall-2014 report.

**Closing the Loop:** The results seem to show that adjustments the faculty made after the previous assessment of SLO-2 in 2012 have been effective: a large majority performed adequately just like last time whereas only about 14% performed in less-than-an-adequate manners as opposed to more than 20% last time.

**Recommendations for Improvement:** It seems that writing and speaking tasks that were used were effective. These should continue. The translation tasks and the sentences that were used, however, might have been too simple in comparisons with the comprehension tasks that were assessed in Fall, 2014. It might be a good idea to come up with more complicated tasks for the SLO-#1 assessment if appropriate to see if the writing competence will

still hold up with more complicated tasks.

## **JAPN 3 – Intermediate Japanese**

**Introduction:** In spring 2015, there were two sections of this course offered and taught by two full-time teachers. All these sections were assessed by the teachers with the SLO#2 using the data from eLumen. The teachers have been constantly discussing the teaching and assessment methods including SLOs and rubrics.

**SLO #2:** Write texts with complex and compound sentences, and level-appropriate vocabulary.

**Assessment:** Writing tests and assignments

The students were required to write short passages using previously introduced sentence structures and phrases in the forms of tests and in-class and homework assignments.

**Rubric**

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
Incomprehensible writing or no writing provided	Insufficient, grammatically incorrect written language. Inaccurate and/or unclear use of vocabulary	Write with some grammatical errors but conveys ideas with limited use of vocabulary	Writes with few and/or minor grammatical errors, proper use of vocabulary	Writes with level-appropriate vocabulary grammatically accurately and comprehensibly

### Data:

°	1.	1.	1.	1.	1.
Percent (43 students)	1. 2.	1. 2.	1. 2.	1. 2.	1. 2.

## **Analysis and Interpretation:**

While the passing rate is pretty high (67.44%), the majority of these students belong to the adequate competence level (39.53%), not “accomplished” or “mastery”. Moreover, the percentage of the mastery level in the spring 2015 (16.28%) is not as high as the one in the last assessment in the spring 2013 (57.6%). In addition, 32.56% students did not achieve the passing level.

## **Closing the Loop (Reflections on previous Recommendations):**

In the last SLO#2 assessment in the spring 2013, the students’ accomplish level was high, as the 81.90% of the students reached the passing level, and thus there was only one recommendation, which was to give students a few more exercises than they had. The students’ accomplishment level went down in the spring 2015 since the spring 2013 assessment in terms of the percentage of the passing levels as well as the percentage of the “mastery” level. Giving a few more exercises to the students did not help them obtain the appropriate writing skill.

## **Recommendations for Improvement:**

In the Japanese 3 course, students start to write short stories on their own instead of simply translating the instructors' short English sentences into Japanese. This requires the students to apply their Japanese skills to express their ideas. Students need the solid knowledge from the lower level Japanese courses so that they can start to apply the knowledge to express ideas in Japanese.

It may be the case that the students had not obtained enough knowledge in the lower level and they were not ready to write short stories. The instructors may need to review the lower level materials in the beginning of the semester. In addition, the instructors in the lower level courses need to make sure that students obtain well enough basic knowledge to move to the higher level.

## **Resource Needs:**

Newspapers and magazines published in Japan are helpful for the instructors to collect the real time information to present interesting topics for students to write about.



## **JAPN 004 – Intermediate Japanese**

**SLO #2:** Write moderately sophisticated texts with level-appropriate grammar and vocabulary.

**Assessment:** oral midterm, individual and group presentations, interactions between students and instructor, as well as short dialogue between students

### **Rubric:**

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No skills of writing materials	Insufficient , skills of writing	Adequate skills of r writing	Accomplished, but not perfect skills of writing	Near-perfect skills of writing

### **Results:**

Score	0	1	2	3	4
Percent	0%	3 %	10.3 %	20.6 %	65.5 %
(29 students)					

### **Analysis and Interpretation:**

The SLO #2 assessment shows that 97 % of the students have achieved beyond the adequate

level of writing skills, and 86 % have achieved the mastery and accomplished level. This is an encouraging result. However, 10% of students need to brush up their writing skills.

### **Closing the Loop (Reflections on previous Recommendations):**

Overall rate of writing skills has improved, but it is hard to tell whether it is the result of the implementation of more writing practice or the level of students were being high to begin with.

### **Recommendations for Improvement:**

Writing skills are achieved only through a lot of practice in writing whether formal or casual. While we encourage students to write formal essays and letters, we should encourage them to write more casual writings such as emails, memos and diaries.

**Resource Needs:** Not for now.

## **JAPN012 – Japanese Literature in Translation**

**SLO #1:** Demonstrate the understanding of the religious beliefs in Japan and their literary

traditions.

**Assessment:** quizzes, questionnaire, essays, final exam

**Rubric:**

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No understanding of Japanese literature	Insufficient understanding of Japanese literature	Adequate understanding of Japanese literature	Accomplished understanding of Japanese literature	Mastery understanding of Japanese literature

**Results:**

Score	0	1	2	3	4
Percent	0%	0%	0%	15%	85%
(27 students)					

**Analysis and Interpretation:**

The SLO #1 assessment shows that 100 % of the students have achieved the mastery and accomplished level understanding of the religious beliefs in Japan and their literary traditions.

**Closing loop (Reflections on previous Recommendations):**

No comparison can be made since this is the first time SLO #1 was administered.

**Recommendations for Improvement:**

Visual aids such as photos, pictures and slide shows presented in class seemed to have helped students' understanding of differences and similarities of traditional Shinto and Buddhism. Also what helped students' understanding of Japanese literature as their expressions of religious beliefs were the picture scrolls and story-telling in a traditional narrative style. I will collect more visual artifacts and stories to present in class.

**Resource Needs:** Not for now.

## Faculty SLO by Course

JOUR

Date: 10/10/2015

Set of SLOs: CSLOs

SLO: SLO #1- Students will be expected to gather information through interviews, research and observation in order to be able to construct a news story suitable for publication.

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 1210**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #1 - JOURN 2 - SLO #1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 1211**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #1 - JOURN 2 - SLO #1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 2101**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #1 - JOURN 2 - SLO #1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%

0	0.00%
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**Course: JOUR002 - BEGINNING JOURNALISM****Section: 2375**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #1 - JOURN 2 - SLO #1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

<b>Total</b>	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 5105**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #1 - JOURN 2 - SLO #1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

<b>Total</b>	
0	0.00%
0	0.00%

SLO: SLO #2- Students will transform information gathered from research and interviews into an inverted pyramid news story that is grammatically correct and suitable for publication.

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 1210**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #2 - JOURN 2 - SLO #2	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%
<b>Total</b>	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%

<b>Total</b>	
76	100.00%
76	100.00%

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 1211**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #2 - JOURN 2 - SLO #2	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%
<b>Total</b>	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%

Total	
76	100.00%
76	100.00%

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 2101**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #2 - JOURN 2 - SLO #2	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%
<b>Total</b>	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%

Total	
76	100.00%
76	100.00%

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 2375**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #2 - JOURN 2 - SLO #2	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%
<b>Total</b>	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%

Total	
76	100.00%
76	100.00%

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 5105**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #2 - JOURN 2 - SLO #2	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%
<b>Total</b>	15	19.74%	0	0.00%	1	1.32%	13	17.11%	22	28.95%	25	32.89%

Total	
76	100.00%
76	100.00%

SLO: SLO #3- Students will determine the ethical and legal suitability of a news event or story for publication.

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 1210**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #3 - JOURN 2 - SLO #3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 1211**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #3 - JOURN 2 - SLO #3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 2101**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #3 - JOURN 2 - SLO #3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%



**Course: JOUR002 - BEGINNING JOURNALISM****Section: 2375**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #3 - JOURN 2 - SLO #3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 5105**

Assessment	N/A		0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
JOURN 2 - SLO #3 - JOURN 2 - SLO #3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

Total	
0	0.00%
0	0.00%

# Faculty SLO by Course

JOUR

Date: 10/10/2015

Set of SLOs: CSLOs

SLO: SLO #1- Students will be expected to gather information through interviews, research and observation in order to be able to construct a news story suitable for publication.

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 30750**

Assessment: JOURN 2 - SLO #1 - JOURN 2 - SLO #1

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alarcon, Isaac						
Bedoian, George						
Beltran, Miguel						
Delgado, Brian						
Dix, Emily						
Frost, William						
Morrell, Cecily						
Peters, Briana						
Ramirez, Martha						
Xiao, Ruixue						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 30751**

Assessment: JOURN 2 - SLO #1 - JOURN 2 - SLO #1

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Aguilar, Patricia						
Antreasian, Graham						
Calca, John						
Campbell, Tilden						
Cristales, Robert						
Hernandez, Brianna						
Hernandez, Bryan						
Hjortland, Jake						
Manriquez, Maritza						
Navarro, Nancy						
Rogers, Dominique						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 31447**

## Assessment: JOURN 2 - SLO #1 - JOURN 2 - SLO #1

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Adame, Hugo						
Bedoian, Mark						
Bourne, Erin						
Clark, AnTron						
Cooper, Alexis						
Johnson, Graham						
Kelly, Catlin						
Lopez, Evver						
Maldonado, Monique						
Morong, Liza						
Ramirez, Maiya						
Richard, Troy						
Sandoval, Stephanie						
Serles, Brandie						
Valdivia, Michael						
Valenciano, William						
Veliz, David						
Zeronian, Max						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 33359**

## Assessment: JOURN 2 - SLO #1 - JOURN 2 - SLO #1

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Baker, Logan						
Cortez, Henry						
Duran, Hunter						
Estrada, Brenda						
Johnson, Darius						
Kim, Nakyung						
Kojikian, Areen						
Lopez, Kimberly						
Lopez Pinedo, Claudia						
Lozano, Luis						
Madden, Michael						
Medina, William						
Ortiz, David						
Ramirez, Vanessa						
Santos, Sergio						
Sulzbach, Elaine						
Victoria, Iris						

Yentch, Jonathan						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 33767**

Assessment: JOURN 2 - SLO #1 - JOURN 2 - SLO #1

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alpajora, Margaret						
Blount, Chevel						
Davis, Miracle						
Esparza, Jennifer						
Flores, Joshua						
Gomez, Lizette						
Guillory, Amanda						
Harding, Andrew						
Hernandez, Emily						
Hernandez, Michael						
Lange, Victoria						
Olivarez, Kimberly						
Sin, Ying						
Spears, Ryan						
Tran, Jimmy						
Webb, Patrick						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

SLO: SLO #2- Students will transform information gathered from research and interviews into an inverted pyramid news story that is grammatically correct and suitable for publication.

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 30750**

Assessment: JOURN 2 - SLO #2 - JOURN 2 - SLO #2

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alarcon, Isaac						X
Bedoian, George					X	
Beltran, Miguel	X					
Delgado, Brian						X
Dix, Emily						X
Frost, William	X					
Morrell, Cecily	X					
Peters, Briana						X
Ramirez, Martha	X					
Xiao, Ruixue						X
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 30751**

## Assessment: JOURN 2 - SLO #2 - JOURN 2 - SLO #2

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Aguilar, Patricia	X					
Antreasian, Graham				X		
Calca, John						X
Campbell, Tilden	X					
Cristales, Robert						X
Hernandez, Brianna					X	
Hernandez, Bryan						X
Hjortland, Jake						X
Manriquez, Maritza					X	
Navarro, Nancy	X					
Rogers, Dominique						X
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>5</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 31447**

## Assessment: JOURN 2 - SLO #2 - JOURN 2 - SLO #2

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Adame, Hugo						X
Bedoian, Mark	X					
Bourne, Erin						X
Clark, An'Tron						X
Cooper, Alexis					X	
Johnson, Graham						X
Kelly, Catlin					X	
Lopez, Evver						X
Maldonado, Monique					X	
Morong, Liza						X
Ramirez, Maiya				X		
Richard, Troy	X					
Sandoval, Stephanie					X	
Serles, Brandie	X					
Valdivia, Michael						X
Valenciano, William				X		
Veliz, David					X	
Zeronian, Max						X
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>8</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 33359**

Assessment: JOURN 2 - SLO #2 - JOURN 2 - SLO #2

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Baker, Logan					X	
Cortez, Henry					X	
Duran, Hunter						X
Estrada, Brenda					X	
Johnson, Darius					X	
Kim, Nakyung						X
Kojikian, Areen	X					
Lopez, Kimberly						X
Lopez Pinedo, Claudia					X	
Lozano, Luis	X					
Madden, Michael					X	
Medina, William					X	
Ortiz, David						X
Ramirez, Vanessa						X
Santos, Sergio					X	
Sulzbach, Elaine						X
Victoria, Iris					X	
Yentch, Jonathan						X
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>7</b>

**Course: JOUR002 - BEGINNING JOURNALISM****Section: 33767**

Assessment: JOURN 2 - SLO #2 - JOURN 2 - SLO #2

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alpajora, Margaret						X
Blount, Chevel						X
Davis, Miracle				X		
Esparza, Jennifer					X	
Flores, Joshua				X		
Gomez, Lizette	X					
Guillory, Amanda					X	
Harding, Andrew					X	
Hernandez, Emily						X
Hernandez, Michael						X
Lange, Victoria						X
Olivarez, Kimberly					X	
Sin, Ying				X		
Spears, Ryan	X					
Tran, Jimmy	X					
Webb, Patrick	X					
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>5</b>

SLO: SLO #3- Students will determine the ethical and legal suitability of a news event or story for publication.

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 30750**

Assessment: JOURN 2 - SLO #3 - JOURN 2 - SLO #3

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alarcon, Isaac						
Bedoian, George						
Beltran, Miguel						
Delgado, Brian						
Dix, Emily						
Frost, William						
Morrell, Cecily						
Peters, Briana						
Ramirez, Martha						
Xiao, Ruixue						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 30751**

Assessment: JOURN 2 - SLO #3 - JOURN 2 - SLO #3

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Aguilar, Patricia						
Antreasian, Graham						
Calca, John						
Campbell, Tilden						
Cristales, Robert						
Hernandez, Brianna						
Hernandez, Bryan						
Hjortland, Jake						
Manriquez, Maritza						
Navarro, Nancy						
Rogers, Dominique						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM**  
**Section: 31447**

Assessment: JOURN 2 - SLO #3 - JOURN 2 - SLO #3

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Adame, Hugo						
Bedoian, Mark						
Bourne, Erin						

Clark, AnTron						
Cooper, Alexis						
Johnson, Graham						
Kelly, Catlin						
Lopez, Evver						
Maldonado, Monique						
Morong, Liza						
Ramirez, Maiya						
Richard, Troy						
Sandoval, Stephanie						
Serles, Brandie						
Valdivia, Michael						
Valenciano, William						
Veliz, David						
Zeronian, Max						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course: JOUR002 - BEGINNING JOURNALISM**

**Section: 33359**

Assessment: JOURN 2 - SLO #3 - JOURN 2 - SLO #3

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Baker, Logan						
Cortez, Henry						
Duran, Hunter						
Estrada, Brenda						
Johnson, Darius						
Kim, Nakyung						
Kojikian, Areen						
Lopez, Kimberly						
Lopez Pinedo, Claudia						
Lozano, Luis						
Madden, Michael						
Medina, William						
Ortiz, David						
Ramirez, Vanessa						
Santos, Sergio						
Sulzbach, Elaine						
Victoria, Iris						
Yentch, Jonathan						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



**Course: JOUR002 - BEGINNING JOURNALISM****Section: 33767**

## Assessment: JOURN 2 - SLO #3 - JOURN 2 - SLO #3

Student	N/A	0 - Inadequate	1 - Developing	2 - Adequate	3 - Accomplished	4 - Mastery
Alpajora, Margaret						
Blount, Chevel						
Davis, Miracle						
Esparza, Jennifer						
Flores, Joshua						
Gomez, Lizette						
Guillory, Amanda						
Harding, Andrew						
Hernandez, Emily						
Hernandez, Michael						
Lange, Victoria						
Olivarez, Kimberly						
Sin, Ying						
Spears, Ryan						
Tran, Jimmy						
Webb, Patrick						
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Course number and title:**

Journalism 2: Beginning Journalism

**SLO number and text:**

SLO #2- Students will transform information gathered from research and interviews into an inverted pyramid news story that is grammatically correct and suitable for publication.

**Assessment\*:**

Timed writing exercise: Students are given 25 minutes to transform facts provided into an inverted pyramid news story for publication on multiple platforms.

**Rubric:**

4 – Mastery: Copy is virtually publishable with little or no editing.

3 – Accomplished: Copy is publishable with minor editing or revisions.

2 – Adequate: Portions of the copy would probably need to be rewritten or closely edited before publication.

1 – Developing: Copy contains major factual, writing and usage errors. Doubtful if it could be published.

0 – Inadequate: Unsuitable for publication

**Data\*:**

Score	4	3	2	1	0
Percent (117 students)	47%	36%	17 %	0%	0%

### **Analysis and Interpretation:**

Five sections of Journalism 2 in each semester were assessed using the same tool. The assessment occurs near the end of the semester after a series of similar exercises designed to give students practice. That almost half the students demonstrated mastery is testament to the effectiveness of the previous exercises, feedback and instruction during the semester. A majority of all students performed above average. Only a small minority were at an adequate level of performance and none scored inadequately. This is a significant improvement over the 2013-14 year.

### **Closing the Loop (Reflections on previous Recommendations):**

In last year's report, it was recommended that additional written guidance and oral instruction be added to the assessment and this was implemented for the current year. It is clear that this additional instruction has measurably improved performance among students whose preparation varies widely. There is no prerequisite for this course and students' writing skills vary across a considerable range. It is gratifying to see that improved instruction has resulted in significantly improved performance on this assessment compared to last year.

### **Recommendations for Improvement:**

The SLO and rubric are satisfactory for this course. The assessment tool has been improved with additional printed instructions during the past year. The improved outcomes demonstrate the effectiveness of these changes.

## Annual Assessment Report 2014 – Latin

Fall 2014

Latin 1

SLO #1

Form six tenses of Latin verbs in four conjugations in active voice and in two conjugations in passive voice.

### Assessment:

The assessment is based on the final exam questions that require the students to write forms of the Latin verbs in all six tenses, in both active and passive voice.

Assessment Key	5 Excellent	4 Commendable	3 Satisfactory	2 Needs to Improve	1 Fails to Grasp the Material
----------------	----------------	------------------	-------------------	-----------------------	----------------------------------

Student	ASSESSMENT BASED ON FINAL EXAM
#1.	4
#2	4
#3.	3
#4.	5
#5.	4
#6.	5
#7.	1
#8.	5
#9.	4
#10.	2

Summary: 5 = 30% 4 = 40% 3 = 10% 2 = 10% 1 = 10%

## RESULTS AND ANALYSIS

My analysis is that students who performed poorly missed too much class time and/or did not study the material adequately. In addition they did not follow the instructor's suggestions for ways to master the material.

## RECOMMENDATION FOR IMPROVEMENT

The students need to meet with the instructor before class as often as possible. Most importantly, they need to spend as much time preparing for each class session as they spend in class.

Course Assessments for Lib General Ed, Library Technology Certificate and Digitization Skills Certificate Courses

General Education LIB course

Course: LIB 001 Sections taught in 2014-15 = 11 Assessments provided for 4 sections

Student Learning Outcome (SLO) assessed: (note: LIB 001 has 1 SLO) %

SLO 1: Apply effective strategies to find, access, evaluate and cite information appropriate for their identified research need.

Method of Assessment – ALL SECTIONS (describe the assessment and attach rubric if available):

Weekly assignments lead to a shared summative final project and common rubric are used to assess the course SLO.

Lib 001 – Final Project: Annotated Bibliography

Objectives

- Demonstrate proficient research skills and use of information resources to locate relevant research information.
- Demonstrate proficiency with citing resources accurately with MLA citation style.

Project Description

- Create an annotated bibliography for the research topic of your choice by using the MLA (Modern Language Association) citation style.
- To earn full credit, your annotated bibliography must have a minimum of TEN (10) citations that includes:
  - TWO (2) citations for books or e-books. One of these book entries must be an encyclopedia article (from print or online sources).
  - FIVE (5) citations for periodical articles from library databases. Include at least one of the following: a scholarly journal article, a magazine article, a newspaper article
  - TWO (2) citations for web pages
  - ONE (1) citation of resource of your choice. This can be any of the resource type including book, e-books, periodical articles, web pages, etc.
- Include an annotation for each of your citations. Including the following information (see examples):
  - Describe the type of resource and
  - Describe the relevance of the resource to your research topic
- Format your entire annotated bibliography using the MLA Works Cited format (see MLA Guide).

Fall 2014 - Instructor A

Total Students Assessed: 21

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
% (Number of Students)	14% (3)	9.5% (2)	43% (9)	24% (5)	9.5 % (2)

Analysis and Interpretation:

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

- **Class-specific factor:** There was good Instructor-Student rapport and Student-Student rapport with this class. Class sessions seemed enjoyable and had a supportive atmosphere.
- **Student-specific factor:** Students who did well reported in class that they are accustomed to responsibility (work, family, school) and have previous experience with college or high school research or a college-level homework load.
  - 3 of 4 who scored at 3 – ACCOMPLISHED and 4 – MASTERY were older/non-traditional students or who had college experience under their belts already. These 3 exhibited high levels of effort, attention to detail, and responsibility with coursework, instructor feedback, and improving their work.
  - 1 of these 4 was a high-achieving new college student (I recall he was familiar with PCC's College 1). He had also done research in high school.
- Constant two-way communication between student and instructor through Canvas communication channels (e.g., Canvas message, Discussion forums, and Assignment submission areas).
  - Only 1 student scored at 3 – ACCOMPLISHED level or above. This was a pro-active and high-achieving student who added the class. She asked a lot of questions, frequently double-checked that she correctly understood requirements/concepts/instructor feedback, and reported whenever she encountered a Canvas issue.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

- **Late start online class.** Some students were already contending with classes-and-coursework-in-progress.
- Students may not have expected to do **so much reading and managing of details** to understand and complete the Course Project and related assignments.
- Students were assigned and sometimes allowed to choose from a variety of weekly activities. The intention of this instructional experiment was to **let students choose and practice in areas that they felt weaker or less knowledgeable** in. Some of the activities facilitated MLA citation practice or becoming familiar with MLA guidelines and guideline sources (e.g., MicroCheck 2.3 Citing Books and Reference Sources, MicroCheck 4.2). Some students may have consciously avoided the MLA-related practice opportunities. If a student did not choose the activities, then the burden of practicing citation concepts or reviewing MLA-related guidelines covered by the activities rested on the student, to be remedied through course readings and other coursework.
- **Late start online class.** Some students were already contending with classes-and-coursework-in-progress.
- Students may not have expected to do **so much reading and managing of details** to understand and complete the Course Project and related assignments.
- Students were assigned and sometimes allowed to choose from a variety of weekly activities. The intention of this instructional experiment was to **let students choose and practice in areas that they felt weaker or less knowledgeable** in. Some of the activities facilitated MLA citation practice or becoming familiar with MLA guidelines and guideline sources (e.g., MicroCheck 2.3 Citing Books and Reference Sources, MicroCheck 4.2). Some students may have consciously avoided the MLA-related practice opportunities. If a student did not choose the activities, then the burden of practicing citation concepts or reviewing MLA-related guidelines covered by the activities rested on the student, to be remedied through course readings and other coursework.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



What suggestions would you recommend to help more students achieve success with this SLO?

- **Assignment and MLA formatting details:** Assignment details and examples were given and discussed in class. However, there was not a separate Assignment Sheet with text narrative of assignment requirements and details since I had felt the instructions given in person and the bullet point style of the Breakdown Sheet were enough.
  - RECOMMEND: Provide a page of narrative explanation for the Course Project.
- **Assignment and MLA formatting details:** The Course Project was described and mentioned throughout the class, from the very start and through weekly references. However, I did not distribute Course Project materials until week 6.
  - RECOMMEND: Provide and discuss Course Project materials earlier. This allows more time to check for student understanding.
  - RECOMMEND: Maybe have MLA and/or Course Project pop quizzes every week?
  - RECOMMEND: Perhaps take time in class, or at home/online, for students to peer-review each other's work in progress vis-à-vis the Course Project Breakdown sheet so students know to look for specific things.
- **Challenging class characteristics (new technology and active participation), Non-class issues, and Not asking questions or seeking help:** Since this class involves a variety of content, research tools, and coursework, students are bound to have questions and need to voice these questions. If students don't ask during class, they need to ask outside of class (e.g., approach me/classmate/another PCC librarian after class, or using Canvas messages and Q & A forums). Some students are more vocal and participatory than others. Quieter students may have felt shy or discouraged from voicing questions in class or approaching me afterward if they saw another student had begun chatting animatedly with me. I encouraged students to support each other but that also works better when students make their need for help known to others.
  - RECOMMEND: Continue giving Canvas demonstrations, time, reminders, and encouragement to get students acclimated to Canvas. Also continue encouraging students to help each other with Canvas.
  - RECOMMEND: I want to have some sense of what is going on with every student and through the course of the class. Maybe require all students to sign up for at least one appointment with me? I can also make it a point to approach each student several times over the course of the class, and to limit the amount of my time that more vocal students can occupy.
- Historical challenge of late-start online classes:
  - RECOMMEND: As an Instructor, revise the class schedule and the content and presentation of course materials and activities with the historical challenge in mind.
  - RECOMMEND: As part of the student's Course Introduction in the pre- and 1<sup>st</sup> week materials, address the historical challenge so students can brace themselves. (I addressed the historical challenge as part of a Week 3 announcement. However, the challenge should be addressed earlier.)
- Managing the quantity of Course Project-related reading and details:
  - RECOMMEND: Replace, modify, or supplement Course Project-related readings and instructions with non-text formats and elements (e.g., video, audio, visual)
  - RECOMMEND: Have students work or interact in groups for the Course Project so they can support each other by dividing-and-conquering information and details.
- Students skipping MLA-related practice and learning opportunities:
  - RECOMMEND: Make these part of mandatory coursework again. Or, if students are still given a choice, make it between similar and comparable MLA-practice options.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

### **Closing the Loop (Reflections on previous Recommendations):**

- I think this was my first time teaching a fully online section of LIB 1?
- I was unable to find assessment work for courses taught 2013-2014. Therefore, I referred back to assessment work from 2012.
- The goal from 2012 was 70% of students will score at the 3 – ACCOMPLISHED level or above on Final Project.
  - The result for Fall 2014, face to face, was 36% of students at 3 – ACCOMPLISHED level or above. Therefore, this section fell short in the goal of 70% of students scoring at the 3 – ACCOMPLISHED level or above. However, 72% scored at 2 – ADEQUATE level or above.

Reviewing assessment work from 2012, I see some of the same issues popping up again (**R** for Repeat Issue), sometimes despite my having taken remedial Action (**A** for Action Taken).

- **Previous Analysis from 2012...(R for Repeat Issue)**

**R** = Students appear to struggle more with the MLA and document formatting mechanics of assembling the Works Cited List than with evaluating and selecting appropriate sources. There seem to be several reasons for this:

- **R** = \_\_Some students did not complete the MLA citations component in their weekly homework.
- **R** = \_\_Some students completed the MLA citations component in their weekly homework but seemed not to have consulted that when preparing the Final Project.
- **R** = \_\_At least 1 student was working primarily with APA for his other classes, and his Final Project reflects a conflation of APA and MLA.
- **R** = \_\_Several students seemed not to have consulted the Final Project sample that I provided to each person in class and posted online, even though I explained the sample in class, referred to the sample more than once, and reminded students during class to use it.
- **R** = \_\_Some students were not adept enough with MS Word to format their Final Project successfully.

- **Previous Action Plan from 2012...(A for Action Taken in 2014 class)**

- **A** = I will continue to encourage students to contact me with any questions they may have regarding the readings and completing the assignments.
- Possible ways to help students grasp the mechanics of putting together an MLA formatted Works Cited list:
- **A** = \_\_Utilize visual learning objects (e.g., slides, video, screencapture) to help explain or demonstrate how to prepare, organize, and format MLA citations.
- \_\_Incorporate more hands-on or online activities/games for students to practice organizing citation elements for different information source types.
- \_\_Build in more, and better, student practice time during face-to-face meetings.
- \_\_Design/implement student practice activities with a collaborative or peer-review aspect.
- **A** = \_\_Have students submit e-versions of their MLA citations from the weekly homework. This will help expedite the correction & commenting process on my end and the correction and compilation process on the student's end when it is time to compile citations for the Final Project.
- \_\_Consider mentioning to future students the low success rate on the Final Project that is associated with missing a class or submitting late or incomplete homework.
- \_\_Consider utilizing a mid-week video message to remind students about Final Project details. Maybe students can create the video reminder message.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

### Recommendations for Improvement:

- Provide a page of narrative explanation for the Course Project.
- Provide and discuss Course Project materials earlier.
- Maybe have MLA and/or Course Project–related quizzes every week?
- Perhaps take time in class, or at home/online in Canvas, for students to peer-review each other's work in progress vis-à-vis the Course Project Breakdown sheet so students know to look for specific things.
- Continue giving Canvas demonstrations, time, reminders, and encouragement to get students acclimated to Canvas. Also continue encouraging students to help each other with Canvas.
- Maybe require all students to sign up for at least one appointment with me? I can also make it a point to approach each student several times over the course of the class, and to limit the amount of my time that more vocal students can occupy.
- Review previous assessment Analysis and Action Plans to remember and more systematically address class areas that still need work.
- As an Instructor, keep the historical challenge of late-start online classes in mind when revising the class schedule and the content and presentation of course materials and activities.
- Address the historical challenge early on as part of the Course Introduction in the pre- and 1<sup>st</sup> week materials, so students can brace themselves.
- Replace, modify, and supplement Course Project-related readings and instructions with non-text formats and elements (e.g., video, audio, visual).
- Have students work or interact in groups for the Course Project so they can support each other by dividing-and-conquering information and details.
- Make MLA practice part of required coursework again. If students are still given a choice, make the choice between similar and comparable MLA-practice options.
- Review previous assessment Analysis and Action Plans to remember and more systematically address class areas that still need work.

### Instructor B: Fall 2014 and Spring 2015

The course SLO is assessed through the Final Project where students are to compile a bibliography of resources that are pertinent to their research topic. Students need to cite the resources they located from their research and provide a descriptive annotations that clearly identify each of the resource type. See rubric above.

Fall 2014 Total Students Assessed: 25

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	36% (9)	24% (6)	8% (2)	4% (1)	28% (7)*

\*5 students did not submit assignment

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Spring 2015 Total Students Assessed: 24**

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12.5% (3)	17% (4)	8% (2)	8% (2)	54% (13)*

\*9 students did not submit assignment; 4 students submitted an incomplete assignment.

### **Analysis and Interpretation:**

#### **What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

##### **Fall & Spring**

The students were introduced to the Final Project around half way through the course. The Final Project is built upon all the weekly assignments where students were introduced to different types of information resources and were tasked to research a specific resource type for their topic each week. The scaffolding design of the assignments to the Final Project is probably the most helpful in supporting students to exercise and build their research skills each week. Students were also provided examples of Final Project to help them model and understand the expected outcomes of the project.

##### **Spring 2015**

The new change this semester based on student feedback is to provide more citation practice opportunities. Students were given opportunities to practice citation in their weekly assignments without penalty. Students were provide feedback with corrections and explanation each week. In addition, more instructional videos on citation were included this time based on last semester's assessment results. The impact of this change is observed from the students who scored Mastery level; the students who scored Mastery level in this course received a perfect score versus the students who received Mastery from the previous semester (Fall 2014) scored on the lower end of the Mastery level.

#### **What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

##### **Fall**

The students who scored Inadequate or Developing is primarily due to the fact they did not submit their Final Project. For instance, out of the 7 students who scored Inadequate, 5 students did not submit the Final Project. For the 2 students who scored Inadequate, it seems they did not review the project requirements/guidelines and simply just hastily submitted couple resources without properly citing and describing the resources.

##### **Spring**

The students who scored Inadequate or Developing is primarily due to the fact they did not submit their Final Project. 9 out of the 13 students who scored Inadequate did not submit a Final Project. For the 4 students who scored Inadequate, they did not submit all the required information for the

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Final Project therefore did not provide sufficient evidence to assess their learning outcome.

This course was a late start course and many students did not keep up with the weekly participation which is reflected in this SLO assessment. This is more of a scheduling issue rather than course design or assessment issue.

### **What suggestions would you recommend to help more students achieve success with this SLO?**

Fall

Students seem to struggle with citation formatting. Based on student feedback, students wanted more practice and video tutorials to help them learn. I would include more instructional videos to explain the different types of information resources and how to cite information accurately.

Spring

Students always struggle with citation formatting. I would like to develop more interactive and engaging learning exercises with multimedia tools to help make citation formatting easier to absorb.

### **Closing the Loop (Reflections on previous Recommendations):**

#### **Recommendations for Improvement:**

Fall

The assessment tool for this course, the Final Project, really works well to integrate all the information seeking skills that students need to acquire in one project. Because information seeking/research skills require multiple levels of understanding, knowledge and application, one really needs a project that integrates all aspects in order to accurately assess whether a student can: 1) identify an information need, 2) apply search strategies, 3) effectively locate and retrieve the needed information, and 4) properly document and cite the found resource. A common trend exhibited in the assessment is that students have difficulty citing sources in proper format. The recommendation is to create more instructional videos and exercises for students to practice citation skills.

Spring

The assessment tool for this course, the Final Project, really works well to integrate all the information seeking skills that students need to acquire in one project. Because information seeking/research skills require multiple levels of understanding, knowledge and application, one really needs a project that integrates all aspects in order to accurately assess whether a student can: 1) identify an information need, 2) apply search strategies, 3) effectively locate and retrieve the needed information, and 4) properly document and cite the found resource. A common trend exhibited in the assessment is that students have difficulty citing sources in proper format. The recommendation is to continue developing more instructional videos and interactive exercises for students to practice citation skills.

#### **Resource Needs:**

- Software to create instructional videos
- Professional development opportunities
- Time to develop/create more online and supplemental course content.

**Note: CTEA funded professional development in Spring 2016 will focus on these activities**

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## Method of Assessment: Student self-assessment survey

Fall 2014 Number of students: 23

SLO 1	Very Good–	Improved–	Still Developing–	Total–
Apply effective strategies to find, access, evaluate and cite information appropriate for an identified research need.	74% (17)	26% (6)	0.00% (0)	23

Spring 2015 Number of Students: 47 (combined sections) !

SLO 1	Very Good–	Improved–	Still Developing–	Total–
Apply effective strategies to find, access, evaluate and cite information appropriate for an identified research need.	94% (44)	4%(2)	2%(1)	47

### Resource Needs: !

CTEA funded professional development workshop and course development time allows adjunct faculty to collaborate on curriculum and assessment and encourages LIB 001 Faculty to contribute to a LIB 001 Canvas Sandbox.

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## Library Technology Certificate Courses

**Course: LIB 101      Fall 2014 1 section**

**Student Learning Outcome (SLO) assessed:** (course has 3 SLOs)

SLO 1. Compare / contrast the roles of library paraprofessionals and the various types of libraries including: missions, services, collections, operational areas and communities they serve.

SLO 2. Explain principles, philosophy, and roles of library organizations in the communities they serve and summarize ethical, legal, and social issues related to library services.

**Method of Assessment** (describe the assessment and attach rubric if available):

**The Libraries Comparison Project** requires that students visit three libraries -- this can be done via ! their websites (see below). The three libraries must be different types of libraries: academic, special, public, or school. Students may not choose the Shatford Library as an academic library, but may use the Pasadena Public Library as a public library.

This project is assigned during the 2nd week of the course and is due as a Midterm presentation worth 100 points.

Total Students Assessed: 19

Rubric:

0 = Inadequate: No submission / presentation

1 = Developing: Presented only one library.

2 = Adequate: Presented two or less libraries, and missing key components for each.

3 = Accomplished: Presented 3 – 4 libraries, but missing some components for each. !

4 = Mastery: Complete presentation.

Data:

Score	4	3	2	1	0
Percent (## students)	84% (16)	5.26% (1)	5.26% (1)	0%	5.26% (1)

<b>Expected Outcome</b> (The Expected Outcome/s on this page should match the one/s on the previous page.)	<b>Assessment Results</b>	<b>Analysis of results:</b> (reliability, validity, target)	<b>Action Plan:</b> Reflections & Recommendations for improvement (i.e. closing the loop)
SLO 1 90% of students will achieve Mastery.	15 out of 17 achieved Mastery (88%).  2 achieved Accomplished.	Although the expected outcome was not attained, the results document that all students attained Accomplished or higher on the rubric.	Provide a stronger model for presentations – chart with questions is a basic guide, but could expand into presentation format and platform.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

SLO 2: 90% of students will achieve Mastery.	15 out of 17 achieved Mastery (88%).  2 achieved Accomplished.	Although the expected outcome was not attained, the results document that all students attained Accomplished or higher on the rubric.	Provide a stronger model for presentations – chart with questions is a basic guide, but could expand into presentation format and platform.
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Majority of students were able to compare libraries and point out their differences and similarities for the profession through their presentations.

### **Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

Clear instruction and expectations through availability of scoring rubric. Adequate class-time spent discussing and also working on the project.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The student who did score an inadequate did not complete the project and did not present as well. This was a personal choice – so, maybe stronger encouragement and targeted communication to make sure that the assignment is being completed would be beneficial for other students in the future.

What suggestions would you recommend to help more students achieve success with this SLO?

Provide stronger guidance throughout the process. Students are expected to use the supplied template, but it is not required. Those who did use the template were able to identify “trouble” areas much easier than those who did not.

### **Closing the Loop (Reflections on previous Recommendations):**

N/A – this was the first time this project was utilized.

### **Recommendations for Improvement:**

Strengthen template – and then also review the presentation format for the students.

**Resource Needs:** None.

### **Student Learning Outcome (SLO) assessed:**

**SLO 3:** Demonstrate awareness of effective public service, technology, and workplace communication skills to successfully interact with library users and staff.

**Method of Assessment** (describe the assessment and attach rubric if available):

Final Essay: Students will identify a library type (Academic, Special, School, or Public) and also pick one issue to research as it relates to the library. Issues can be related to (but not limited to): technology, administrative procedures, preservation of materials, staffing, legal issues, and budgets.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



The essay is assigned after the Midterm. Students work on it independently, but are also given class time to do research and ask for guidance in their topic.

0= **Inadequate**: No essay

1= **Developing**: Essay submitted, but is not focused on a specific issue, or is lacking in resources, details, and paper criteria.

2 = **Adequate**: Essay submitted, focused on an issue, but is lacking resources, details and/or paper criteria.

3 = **Accomplished**: Essay submitted, focused on an issue, and has limited resources and/or missing paper criteria.

4 = **Mastery**: Essay submitted, focused on an issue, with strong resources and complete criteria.

#### Total Students Assessed: 17

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	59% (10)	24% (4)	18% (3)	0%	0%

<b>Expected Outcome</b> (The Expected Outcome/s on this page should match the one/s on the previous page.)	<b>Assessment Results</b>	<b>Analysis of results:</b> (reliability, validity, target)	<b>Action Plan:</b> Reflections & Recommendations for improvement (i.e. closing the loop)
SLO 3: 80% of students will achieve Mastery status.	10 out of 17 achieved Mastery. (59%)  4 achieved Accomplished  3 achieved Adequate.	The essays represented the students' knowledge about an issue related to the workplace, but also their ability to do basic research and to present information in an academic manner.	Provide strong model and guidance for writing the essay. Also, review citations in more depth for students and applying resources accurately.

#### Analysis and Interpretation:

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear instruction and expectations through availability of scoring rubric. Adequate class-time spent discussing and also working on the essay.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

All students performed at Adequate or above. But for those who scored in the adequate range – stronger guidance in writing an essay and using citations correctly is needed.

What suggestions would you recommend to help more students achieve success with this SLO?

Provide stronger guidance throughout the process. Review citations and types of sources that are considered reliable. How to link those sources to the subject / topic, as well, is needed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

N/A – this was the first time this project was utilized.

**Recommendations for Improvement:**

More time discussing essay topics in class.

**Resource Needs:** None.

**Course:** LIB 102      **1 section, Spring 2015**

**Student Learning Outcome (SLO) assessed:** (Course has 2 SLOs) !

SLO #1 Utilize basic and specialized reference tools to answer questions appropriate for paraprofessionals working in libraries and information centers. !

SLO #2 Apply the philosophy, techniques and resources of reference/information services to assist patrons. !

**Method of Assessment** (describe the assessment and attach rubric if available):

SLO 1

- Formative Assessment = Weekly Reference Q's: Sponge activity to begin each class session.  
Weekly Reference Q's—At beginning of each class session. Students allowed 5-7 minutes to individually locate a reliable resource & answer; 5-7 minutes allowed for class review of most promising resources & answers.
- Summative Assessment = Final Exam, Part 2 - Reference Questions. Students will respond to two representative Reference questions posed on the Final Exam, describing the databases consulted, key words utilized, and a promising/reliable answer with source citation.

**Summary Table of Assessment Results** (indicate number of students scoring in each category)

SLO 1

Average score earned on Part 2 of the Final Exam (in which two reference questions were posed) was 18.1 out of 20: "A-".

For Question #1, 100% of student responses achieved the status of Accomplished or Mastery according to instructor-created rubric (see Annual Assessment Report Summary), identifying a Strong or Moderately Strong resource to use in answering the posed question. !

SLO 2

Average score earned on the ethics question included on Part 1 of the Final Exam was 4.5 out of 5: "A-".

For this question, 83% of student responses achieved the status of Accomplished or Mastery according to instructor-created rubric (see Annual Assessment Report Summary), using good depth of thought and analytic detail to describe a relevant standard from the Library Bill of Rights and appropriate patron follow-through. !

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Students answer a sample research question – Final Exam, Part 2 prompt as follows:

“Imagine you are working at the PCC Library’s Reference Desk. Use a computer to consult resources available at the PCC Library and answer the following two questions posed by patrons. In providing your answers, refer only to resources available at the Shatford Library—either books listed in the Shatford catalog or articles available in ! the Shatford databases. !

For each question, describe the process you would use in your search to help the patron, including what PCC resources you would consult, what search terms you would use, and why the item you locate holds promise to successfully answer the question.”

Assessment goal is for 70% of students to demonstrate accomplishment or mastery at responding to the prompt, as gauged by the following criteria:

- The resource the student consults to locate an answer holds moderately or highly strong relevance to the research question/topic as posed;
- The explanation describing the authority and/or relevancy of the suggested source (book or article) is moderately or highly strong;
- The source described holds moderately or highly strong potential to answer the question as posed.

**Rubric:**

0 - No demonstrated achievement	Answer is missing.
1 - Inadequate	<ul style="list-style-type: none"><li>- Answer is incomplete;</li><li>- Resource consulted to locate answer is off-topic to research question/topic as posed;</li></ul> No explanation is provided describing the authority or relevancy of the suggested answer source (book or article) or the explanation is very weak; Source described holds weak potential to answer question as posed.
2 - Adequate	<ul style="list-style-type: none"><li>- Resource consulted to locate answer holds basic relevance to research question/topic as posed;</li></ul> Explanation describing the authority and/or relevancy of the suggested answer source (book or article) is basic; Source described holds potential to answer question as posed but stronger resources are available.
3 - Accomplished	<ul style="list-style-type: none"><li>- Resource consulted to locate answer holds moderately strong relevance to research question/topic as posed;</li></ul> Explanation describing the authority and/or relevancy of the suggested source (book or article) is moderately strong; Source described holds moderately strong potential to answer question as posed.
4 - Mastery	<ul style="list-style-type: none"><li>- Resource consulted to locate answer holds strong relevance to research question/topic as posed;</li></ul> Explanation describing the authority and/or relevancy of the suggested source (book or article) is strong; Source described holds strong potential to answer question as posed.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data: %**

Score	4	3	2	1	0
Percent (17 students)	94.12% (16)	5.88% (1)	0%	0%	0%

**Course name and number:**

LIB 102 – Introduction to Reference & Information Services

**SLO number and text:**

SLO #1 Utilize basic and specialized reference tools to answer questions appropriate for paraprofessionals working in libraries and information centers.

**Assessment:**

Students answer a sample research question – Final Exam, Part 2 prompt as follows:

“Imagine you are working at the PCC Library’s Reference Desk. Use a computer to consult resources available at the PCC Library and answer the following two questions posed by patrons. In providing your answers, refer only to resources available at the Shatford Library—either books listed in the Shatford catalog or articles available in ! the Shatford databases. !

For each question, describe the process you would use in your search to help the patron, including what PCC resources you would consult, what search terms you would use, and why the item you locate holds promise to successfully answer the question.”

Assessment goal is for 70% of students to demonstrate accomplishment or mastery at responding to the prompt, as gauged by the following criteria:

- The resource the student consults to locate an answer holds moderately or highly strong relevance to the research question/topic as posed;
- The explanation describing the authority and/or relevancy of the suggested source (book or article) is moderately or highly strong;
- The source described holds moderately or highly strong potential to answer the question as posed.

**Rubric:**

0 - No demonstrated achievement	Answer is missing.
1 – Inadequate !	<ul style="list-style-type: none"><li>- Answer is incomplete;</li><li>- Resource consulted to locate answer is off-topic to research question/topic as posed;</li><li>- No explanation is provided describing the authority or relevancy of the suggested answer source (book or article) or the explanation is very weak;</li><li>- Source described holds weak potential to answer question as posed. !</li></ul>
2 - Adequate	<ul style="list-style-type: none"><li>- Resource consulted to locate answer holds basic relevance to research question/topic as posed;</li></ul>

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

	<ul style="list-style-type: none"> <li>- Explanation describing the authority and/or relevancy of the suggested answer source (book or article) is basic;</li> <li>- Source described holds potential to answer question as posed but stronger resources are available.</li> </ul>
3 - Accomplished	<ul style="list-style-type: none"> <li>- Resource consulted to locate answer holds moderately strong relevance to research question/topic as posed;</li> <li>- Explanation describing the authority and/or relevancy of the suggested source (book or article) is moderately strong;</li> <li>- Source described holds moderately strong potential to answer question as posed.</li> </ul>
4 - Mastery	<ul style="list-style-type: none"> <li>- Resource consulted to locate answer holds strong relevance to research question/topic as posed;</li> <li>- Explanation describing the authority and/or relevancy of the suggested source (book or article) is strong;</li> <li>- Source described holds strong potential to answer question as posed.</li> </ul>

**Data:**

Score	4	3	2	1	0
Percent (17 students)	94.12% (16)	5.88% (1)	0%	0%	0%

**Analysis of Results:**

100% of students achieved Accomplishment or Mastery in answering the Final Exam question, with 6% demonstrating Accomplishment and 94% demonstrating Mastery.

**Closing the Loop (Reflections on previous Recommendations):**

These results show a 17% improvement over 2014 results, when 83% of students achieved Accomplishment or Mastery in answering a similar question.

**Recommendations for Improvement:**

To assist students in continuing to achieve high levels of accomplishment on SLO #1, the instructor will repeat teaching strategies that were introduced this semester, including peer-to-peer coaching regarding Advanced search strategies in content-specific library databases, and reinforcement in pair-share discussions of the evaluation criteria for resource relevance & reliability.

**Course name and number:**

LIB 102 – Introduction to Reference & Information Services

**SLO number and text:**

SLO #2 Apply the philosophy, techniques and resources of reference/information services to assist patrons.

**Assessment:**

Students answer a question on Final Exam, Part 1 – prompt as follows:

***“Choose one*** of the following three scenarios then (1) explain which standard in the Library Bill of Rights is most helpful and/or relevant in addressing it, and (2) describe what response you would offer to the patron(s) and

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

why.

a. A patron asks that a book about the medical history of abortion be removed from the library's collection.

b. A local chapter of the Tea Party political movement asks about reserving the library's public meeting room once a week.

c. A patron suggests that computers in the library's Young Adult section be password protected so that no-one under the age of 13 can use them to browse the Internet."

Assessment goal is for 70% of students to demonstrate accomplishment or mastery at responding to the prompt, as gauged by the following criteria:

-The described standard from the American Library Association's Bill of Rights holds relevance to the chosen scenario;

-The described response to the patron is appropriate for the chosen scenario, implementing strategies reviewed in class such as referring to documented library policy and/or referring the patron to a supervisor for further action;

-The student's overall answer demonstrates an accomplished depth of thought and descriptive detail in analysis.

**Rubric:**

0 - No demonstrated achievement	<ul style="list-style-type: none"><li>• Answer is missing.</li></ul>
1 - Inadequate	<ul style="list-style-type: none"><li>• The described standard from the Bill of Rights holds little to no relevance to the chosen scenario;</li><li>• The described response to the patron is inappropriate for the scenario or fails to refer to strategies reviewed in class;</li><li>• Answer is incomplete or shows limited depth of thought and descriptive detail in analysis.</li></ul>
2 - Adequate	<ul style="list-style-type: none"><li>• The described standard from the Bill of Rights holds basic relevance to the chosen scenario;</li><li>• The described response to the patron is basically appropriate for the scenario but fails to elaborate on strategies reviewed in class;</li><li>• Answer shows basic depth of thought and descriptive detail in analysis.</li></ul>
3 - Accomplished	<ul style="list-style-type: none"><li>• The described standard from the Bill of Rights holds appropriate relevance to the chosen scenario;</li><li>• The described response to the patron is appropriate for the scenario and elaborates on strategies reviewed in class;</li><li>• Answer shows good depth of thought and descriptive detail in analysis.</li></ul>
4 - Mastery	<ul style="list-style-type: none"><li>• The described standard from the Bill of Rights holds strong relevance to the chosen scenario;</li><li>• The described response to the patron is highly appropriate for the scenario and elaborates on multiple strategies reviewed in class;</li><li>• Answer shows strong depth of thought and descriptive detail in analysis.</li></ul>

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data: %**

Score	4	3	2	1	0
Percent (17 students)	76.65% (13)	5.88% (1)	11.76% (2)	5.88% (1)	0%

**Analysis of Results:**

83% of students achieved Accomplishment or Mastery in answering the Final Exam question, with 6% demonstrating Accomplishment and 77% demonstrating Mastery. These provide baseline statistics for assessment of this SLO, since this is the first time the instructor used these specific assessment strategies to formally document student achievement.

**Closing the Loop (Reflections on previous Recommendations):**

No prior recommendations made; 2015 is the first time the instructor of LIB 102 formally documented achievement levels on this SLO.

**Recommendations for Improvement:**

To push additional students towards Accomplished or Mastery achievement levels on SLO #2, additional teaching strategies may be employed in the future, including reflective quick-writes by individual students following pair-share discussion of ethics scenarios, and consideration/critique of specific library policies as they might be applied in challenging situations.

<b>Expected Outcome</b> (The Expected Outcome/s on this page should match the one/s on the previous page.)	<b>Assessment Results</b>	<b>Analysis of results:</b> (reliability, validity, target)	<b>Action Plan:</b> Reflections & <b>Recommendations for improvement</b> (i.e. closing the loop)
<b>For SLO #1</b> - On Final Exam, 70% or more of students will be able to identify a reliable resource that is appropriate to the content & discipline area of the Reference Question posed.	Average score earned on Part 2 of the Final Exam (in which two reference questions were posed) was 18.1 out of 20: "A-". For Question #1, 100% of student responses achieved the status of Accomplished or Mastery according to instructor-created rubric (see Annual Assessment Report Summary), identifying a Strong or Moderately Strong resource to use in answering the posed question.	These results show a 17% improvement over 2014 results, when 83% of students achieved Accomplishment or Mastery in answering a similar question.	To assist students in continuing to achieve high levels of accomplishment on SLO #1, the instructor will repeat teaching strategies that were introduced this semester, including peer-to-peer coaching regarding Advanced search strategies in databases & catalogs, and reinforcement in pair-share discussions of the evaluation criteria for resource relevance & reliability.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

<p><b>For SLO #2</b> - On Final Exam, 70% or more of students will be able to successfully respond to a posed ethics scenario, referring to an appropriate standard from the Library Bill of Rights and appropriate strategies of patron follow-through as introduced and reviewed in class readings and activities.</p>	<p>Average score earned on the ethics question included on Part 1 of the Final Exam was 4.5 out of 5: "A-".</p> <p>For this question, 83% of student responses achieved the status of Accomplished or Mastery according to instructor-created rubric (see Annual Assessment Report Summary), using good depth of thought and analytic detail to describe a relevant standard from the Library Bill of Rights and appropriate patron follow-through.</p>	<p>These provide baseline statistics for assessment of this SLO, since this is the first time the instructor used these specific assessment strategies to evaluate student achievement.</p>	<p>To push additional students towards Accomplished or Mastery achievement levels on SLO #2, additional teaching strategies may be employed in the future, including reflective quick-writes by individual students following pair-share discussion of ethics scenarios, and consideration/critique of specific library policies as they may be applied in challenging situations.</p>
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**Method of Assessment: Student self-assessment**  
**Number of Students assessed: 15**

	Very Good–	Improved–	Still Developing–	Total–
<b>SLO 1. Utilize basic and specialized reference tools to answer questions appropriate for paraprofessionals working in libraries and information centers.</b>	<b>80.00%</b> 12	<b>20.00%</b> 3	<b>0.00%</b> 0	15
<b>2. Apply the philosophy, techniques and resources of reference/information services to assist patrons.</b>	<b>78.57%</b> 11	<b>14.29%</b> 2	<b>7.14%</b> 1	14

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Student Learning Outcome (SLO) assessed:**

SLO 1. Discuss and demonstrate functions and procedures of library access services, including: online circulation systems, stack maintenance, library equipment operation, reserves and interlibrary loan.

SLO 2. Analyze and explain library policies and legal and ethical issues related to patron access, patron privacy, library security, and copyright.

SLO 3. Demonstrate effective interpersonal communication skills for customer service, public relations, supervision and dealing with problem situations.

**First-time instructor, no longer with PCC– no SLO assessment data submitted.**

**Method of Assessment** Student Self-assessment survey

	Very Good	Improved	Still Developing	Total
SLO 1. Discuss and demonstrate functions and procedures of library access services, including: online circulation systems, stack maintenance, library equipment operation, reserves and interlibrary loan.	71.43% 15	19.05% 4	9.52% 2	21
SLO 2. Analyze and explain library policies and legal and ethical issues related to patron access, patron privacy, library security, and copyright.	76.19% 16	19.05% 4	4.76% 1	21
SLO 3. Demonstrate effective interpersonal communication skills for customer service, public relations, supervision and dealing with problem situations.	76.19% 16	19.05% 4	4.76% 1	21

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course: LIB 104 Spring 2015 – 1 section**

**Student Learning Outcome (SLO) assessed:** (course has 2 SLOs)

SLO 1. Distinguish and apply basic library acquisitions and technical services functions.

SLO 2. Explain and discuss organizational, ethical, and legal issues related to library acquisitions collection development and technical services.

**SLO 1 Method of Assessment** (describe the assessment and attach rubric if available):

**SLO 1: LibraryThing Virtual Collection:** Students create a virtual collection that they must manage throughout the course with various tasks that include weeding, alignment to collection policy, repair and preservation needs, and processing. The separate activities are evaluated as they are completed, and contribute to the Final Project when their virtual collection is complete.

0: Inadequate – Did not build a virtual collection or is missing a substantial amount of material.

1: Developing: Virtual collection is present, but is missing the majority of items.

2: Adequate: Virtual collection is present, but many items are missing, not properly aligned to policy, and/or are missing key details.

3: Accomplished: Virtual collection is present, but some items are missing, or items are not aligned to a policy and are missing other key details.

4: Mastery: Virtual collection is present, aligned to policy, and all items are complete.

**Total Students Assessed:** \_\_18\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	72% (13)	28% (5)	0	0	0

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear instruction and expectations through availability of scoring rubric. Adequate class-time spent discussing and also working on the project.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Students who performed lower than other students may have had difficulty in completing tasks in-class with time constraints. Or they may not have been able to complete sections at home, if they missed a class.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

What suggestions would you recommend to help more students achieve success with this SLO?

Provide stronger guidance throughout the process. For students who miss an activity, try to set up outside time to review the activity to make sure that they understand how to complete the task.

### Closing the Loop (Reflections on previous Recommendations):

From the previous time used: implemented stronger support throughout the activities. Also, warned of students of known issues (items not saving properly) – which assisted in troubleshooting later. Better time allotment for activities.

### Recommendations for Improvement:

Determine if there are better options (LibraryWorld)?

### Resource Needs:

Paid subscription to LibraryThing.

### SLO 2 Methods of Assessment (describe the assessment and attach rubric if available):

#### Assessment 1:

SLO 2: Final Exam question:

You have come to work to find that there has been a major flood impacting over half of your book collection. Your books range in wetness from wet, partially wet, and damp. Assuming that the library has set aside funds to handle any size of disaster, explain the steps you will need to take to salvage your books. **HINT:** Be specific to the "wetness" of the the books.

0: Inadequate – No answer supplied, or answer is not related to wet books.

1: Developing: Answer supplied is overly simplified and not completely relevant for each separate book condition.

2: Adequate: Answer supplied covers some processes to treat some wet books, but not all wet conditions; library policy not addressed; costs, time, and possibly concerns not fully explained.

3: Accomplished: Answer covers the various degrees of wetness for the books, but does not refer to existing policy. Might also be missing cost factors, time considerations, and other concerns related to selected treatments.

4: Mastery: Answer identifies a possible solution to each wet condition with reference to library policy, time considerations, cost factors, and additional related concerns

**Total Students Assessed:** \_\_18\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>% (Number of Students)</b></i>	72% (13)	11% (2)	11% (2)	5.56% (1)	0

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

<b>Expected Outcome</b> (The Expected Outcome/s on this page should match the one/s on the previous page.)	<b>Assessment Results</b>	<b>Analysis of results:</b> (reliability, validity, target)	<b>Action Plan:</b> Reflections & Recommendations for improvement (i.e. closing the loop)
SLO 1 80% of students will achieve a Mastery level.	13 out of 18 students scored Mastery – 72%  5 students scored Accomplished.	The results capture the ability of students to fulfill a range of tasks in relation to managing a collection – the target was not reached, but all students scored between Mastery and Accomplished.	To increase success of students – review of tasks’ criteria and requirements throughout the course to help avoid possible confusion or missing details.
SLO 2 Assessment 1 80% of students will achieve Mastery of this activity.	13 out of 18 students scored Mastery – 72%  2 students scored Accomplished.  2 Students scored Adequate.  1 Student scored Developing.	This question captures the students’ ability to transfer and apply their knowledge about a specific issue --	
SLO 2 Assessment 2 80% of students will achieve Mastery level.	16 out of 18 students scored Mastery (89%). 2 students scored Accomplished.	The results demonstrate that students are understanding the legal, organizational, and ethical obligations and issues that surround the library workplace – specifically with challenged materials in collection management.	Practice and evaluate challenged materials situations before midterm in greater depth.

### **Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).  
Strong review of the concepts needed to handle items during a disaster.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?  
Lack of understanding of how to proceed in an emergency in handling items.

What suggestions would you recommend to help more students achieve success with this SLO?

Go over in better detail the preservation needs – re-evaluate the activity used to introduce and work through this topic. See if there are any other resources that could be used.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):** N/A 1<sup>st</sup> time instructor

**Recommendations for Improvement:**

Review the topic in more detail.

**Resource Needs:** None.

**Assessment 2:** (

**Method of Assessment** (describe the assessment and attach rubric if available): !

**SLO 2: Group activity: Challenged materials.** Students work in their assigned library groups and are given a situation where an item in their collection is being challenged by a community member. As a group, they must:

1. Create a letter supporting the challenge as a community member.
2. Create a letter opposing the challenge as a community member.
3. Create a statement from the library on what actions will be taken in regards to the challenge.

0: Inadequate – Student did not participate in group / did not submit.

1: Developing: Student submitted work, but evidence of active participation in activity is lacking.

2: Adequate: Work submitted, but participation in overall activity is low.

Letters provide some evidence of understanding the various viewpoints, but missing key details.

3: Accomplished: Work submitted, and participation seems equitable amongst the group.

Letters are well-crafted, but not fully aligned to library collection needs.

4: Mastery: Work submitted with proper attribution to group members' efforts.

Each letter fulfill key elements and align to the library's collection. !

**Total Students Assessed:** \_\_18\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	89% (16)	11% (2)	0	0	0

**Analysis and Interpretation:**

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Group project allowed for the students to pull from each other. Having the activity take place in-class, as well, forced all students to remain focused to get the assignment done and turned in. This project also aligns with a midterm activity that they submit individually.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

All students performed at Adequate or above. But for those who scored in the adequate range, better group participation – or understanding what their group needed to accomplish.

What suggestions would you recommend to help more students achieve success with this SLO?

Provide stronger guidance throughout the process.

**Closing the Loop (Reflections on previous Recommendations):** N/A

**Recommendations for Improvement:**

More time reviewing the different levels of reaction to challenged materials.

**Resource Needs:** None.

**Method of Assessment:** Student self-assessment

Total Students Assessed: 19

	Very Good–	Improved–	Still Developing–	Total–
SLO 1. Demonstrate basic library technical services functions including acquisitions, serial subscriptions, processing materials and conservation/preservation principles.	68.42% 13	26.32% 5	5.26% 1	19
2. Demonstrate procedures to order library resources, maintain fund accounts, process and repair library materials.	84.21% 16	15.79% 3	0.00% 0	19

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Student Learning Outcome (SLO) assessed:**

#1: Demonstrate descriptive cataloging practices and procedures through the editing of MARC cataloging entries in a bibliographic database

**Method of Assessment** (describe the assessment and attach rubric if available):

For Part Two of the Final Exam, students will copy catalog seven unique book titles. They will add RDA elements to the matching OCLC AACR2 record for one specific title of the seven books resulting in **eight** total records.

Students are given a week to complete this part and they have open access to cataloging resources that they may need including OCLC Connexion, Classification Web, RDA Toolkit, Library of Congress Authority Files, etc.

**RUBRIC / ASSESSMENT CRITERIA**

Out of **80 total points** available:

- **OCLC searching** (Locate the best matching OCLC record) = **15 points**
- **Bibliographic Description** (8 Areas of Description) = **25 points**
- **Access Points** (Main entry, added entries & LCSH) = **25 points**
- **Classification** (Complete DDC) = **10 points**
- **Fixed Fields** = **5 points**

**Assessment instrument:** Holistic score of the rubric (80 points)

- 65 – 80 points = A (Mastery)
- 49 – 64 points = B (Accomplished)
- 35 – 48 points = C (Developing)
- 20 – 34 points = D (Inadequate)

**Total Students Assessed: 17**

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	71% (12)	23% (4)	5.88% (1)	0%	0%

The average score in the class was 74.9 points, which demonstrates an accomplished level in understanding and skill. 94% of the students received a “B” grade or higher, with 71% of them receiving an “A”, showing a mastery of skills. Only one student received a lower than “B” grade because the student had incomplete records.

**Recommendations for Improvement:**

Most students did very well on the copy-cataloging portion of the Final Exam. I believe the extensive hands-on exercises following lecture introductions to the practices and procedures of descriptive cataloging have contributed to the students’ success. Throughout the semester, the students also had many opportunities to conduct pair-work in class. Students who had better grasp of the contents were purposely paired with students

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

who needed additional help. Students enjoyed learning from each other as many of them commented during a discussion session on learning reflections.

Reviewing the seven chosen book titles, I realized that they all have complete and accurate OCLC records, which left little room for the students to do any editing. Even though this is not uncommon for copy catalogers working with monographs in the real world, I think mixing in one or two records that are incomplete or contain coding errors will provide students with opportunities to demonstrate their copy cataloging knowledge and skill in a more authentic way.

**Resource Needs:**

Access to specialized software is critical for this course. We have requested stable funding for this in the Program Review Update.

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## Digitization Skills Certificate

Course: LIB 121

Student Learning Outcome	Activity/-ies Used to Assess SLO	When Will Activities Be Assigned?	Expected Outcome
SLO#1: Identify the challenges and options relating to selection, imaging and online access to digital objects that libraries confront when planning a digital program.	Develop a digital project plan	Week 6	90% of the 20 students will successfully complete the assignment at the Accomplished or Mastery Levels.
SLO #2: Demonstrate the ability to use imaging equipment and digital asset management software to create digital objects.	Imaging assignment used for assessment included the scanning of 25 personal photographs in which students were to create both archival images and access derivatives according to industry standards.  In the students final assignment students were to build a digital collection using the 25 digitized photographs in CONTENTdm a digital asset management system.	The first activity is assigned in Week 8 and the final activity is formally assigned in Week 12.	90% of the 20 students will successfully complete the two assignments at the Accomplished or Mastery Levels.

Expected outcomes: 90% of the 20 students will successfully complete the assignment at the Accomplished or Mastery Levels.	<b>Assessment Results</b>	<b>Analysis of results:</b> (reliability, validity, target)	<b>Action Plan:</b> Reflections & Recommendations for improvement (i.e. closing the loop)
SLO#1: Identify the challenges and options relating to selection, imaging and online access to digital objects that libraries confront when planning a digital program.	85% of the 20 students successfully completed the assignment the Accomplished or Mastery Levels.  <u>Assignment #1</u>  0-Inadequate 1-Developing 2-Adequate      15%	This is the third year that this activity has been assigned to students and we're seeing roughly the same outcomes.	To achieve these results is a challenge. There appears to be a belief among a few each year that the class won't require writing. Next year, in addition to the announcements that there will be writing, recommend including a short writing assignment every week even if it is just

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

	3-Accomplished 5% 4-Mastery 80%		a sentence or two to identify a new concept they learned that week.
<p>SLO #2: Demonstrate the ability to use imaging equipment and digital asset management software to create digital objects.</p> <p>90% of the 20 students will successfully complete the two assignments at the Accomplished or Mastery Levels.</p>	<p>0-Inadequate 1-Developing 2-Adequate 3-Accomplished 15% 4-Mastery 85%</p>	<p>This is the third year that these activities have been assigned to students and we're seeing roughly the same outcomes. All students will complete the two assignments but with varying levels of success. However, we did see an improvement this year in the number of students that scored accomplished or mastery, 85% vs. 74% for 2013.</p>	<p>While we were not able to produce the videos as suggested during last year's assessment, we did shuffle the tutor's out of class hours some so that students could work directly with one of the teaching staff. Still recommend creating videos to reinforce classroom instruction and provide on-demand support.</p>

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**Course: LIB 122 (**

<b>Student Learning Outcome</b>	<b>Activity/-ies Used to Assess SLO</b>	<b>When Will Activities Be Assigned?</b>	<b>Expected Outcome</b>
SLO #1: Identify the options available to libraries and cultural heritage organizations when selecting and implementing a metadata schema for a digital collection.	<p>Your assignment is to map the Qualified Dublin Core elements to MODS and then to Simple Dublin Core.</p> <p>Assignment Criteria</p> <p>0—Assignment not done and/or not submitted through Canvas</p> <p>1—Inadequate. There are more than 3 errors in either mapping or the aggregation of data.</p> <p>2—Developing. There are less than 3 errors in mapping and less than 3 errors in the aggregation of data.</p> <p>3—Accomplished. There are no errors in mapping and no more than one error in the aggregation of the data.</p> <p>4—Mastery. There are no errors in mapping and no errors in the aggregation of the data.</p>	Mapping and metadata interoperability is discussed in Week 10.	80% of the 20 students will successfully complete the assignment at accomplished or master level.

Expected Outcome (The Expected Outcome/s on this page should match the one/s on the previous page.)	Assessment Results	Analysis of results: (reliability, validity, target)	Action Plan: Reflections & Recommendations for improvement (i.e. closing the loop)
80% of the 20 students will successfully complete the assignment at accomplished or master level.	<div>79% of the 15 students completed the assignment at accomplished or mastery level.</div> <div><div>0-Inadequate7%</div><div>1-Developing0</div><div>2-Adequate13%</div><div>3-Accomplished67%</div><div>4-Mastery13%</div></div>	This is the third year that this activity has been assigned to students and we’re seeing approximately the same outcomes.	While the mapping is illuminating for most of the students, where they struggle is in aggregating the values. If used again, I would suggest spending more time demonstrating this concept or doing this as a group exercise.

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## Course: LIB 123

Student Learning Outcome (SLO) assessed:

SLO 1 Apply general principles of copyright to assess the copyright status of original works of authorship to determine appropriateness for digitization.

**Method of Assessment** (describe the assessment and attach rubric if available):

Expected Outcome	Assessment Results	Analysis of results: (reliability, validity, target)	Action Plan: Reflections & Recommendations for improvement
95% of the students should be able to successfully create a tool that aids staff in determining appropriateness for digitization.	<p><b>80% of the 20 students successfully completed the assignment.</b></p> <p>0-Inadequate 1-Developing      20% 2-Adequate        10% 3-Accomplished   40% 4-Mastery         30%</p> <p><b>Rubric:</b> 0—Assignment not complete. Assignment was either not done or not submitted through Canvas. 1—Assignment is inadequate. The tool doesn't include at least four possible copyright statuses and/or doesn't educate 2—Assignment is developing. The tool includes no more than four copyright statuses and/or it doesn't provide the explanation (educate) for each status. Spelling, grammar and word choice cause confusion for the reader. 3—Assignment is accomplished. The tool covers between 5-6 statuses. The explanations show a solid understanding of the law. There are some errors in grammar and spelling.</p>	While the assignment measures the students overall understanding of the law and its application for digitization projects, the reliability is disquieting because this was the third year the assignment has been given and each year we do not make the predicted results. Instead, students turn in versions of the standard copyright charts which are easily located on the web. What's missing is the explanation.	In the 2016 class, recommend that students build their chart as part of each unit and that the assignment is reviewed and comments provided after the first two units.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

# Fall 2014 , SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics 12  
English 12

CRN: 4729  
2791

Student Learning Outcome (SLO) assessed: SLO 42

Using major theoretical concepts of Intercultural Communications, explain cultural differences, with an emphasis on what and how people communicate.

Method of Assessment (describe assessment and attach rubric if available):

Fill-in-the-Answer test

Total Students Assessed: 27

Summary Table of Assessment Results (indicate number of students scoring in each category)

	Mastery	Accomplished	Adequate	Developing	Inadequate
	4	3	2	1	0
Number of Students	5	12	6	3	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Showing example situation videos that connect to the course textbook.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Poor Attendance

What suggestions would you recommend to help more students achieve success with this SLO?

Try to increase attendance.

Fall 2014, SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics 12  
English 12 CRN: 4517  
2137

Student Learning Outcome (SLO) assessed: SLO #1  
Using major theoretical concepts of Intercultural Communications,  
explain cultural differences, with an emphasis on what & how people  
communicate.

Method of Assessment (describe assessment and attach rubric if available):

Fill in the Answer test

Total Students Assessed: 24

Summary Table of Assessment Results (Indicate number of students scoring in each category)

	<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Number of Students</b>	<u>10</u>	<u>7</u>	<u>4</u>	<u>0</u>	<u>2</u>

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Showing videos with examples that connect to  
the readings

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Poor attendance

What suggestions would you recommend to help more students achieve success with this SLO?

try to increase attendance



Fall 2014, SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics II  
English II

CRN: 4728  
4732

Student Learning Outcome (SLO) assessed: SLO #1

Identify the origin of the English Language and outline its diachronic development

Method of Assessment (describe assessment and attach rubric if available):

Fill in the answer Quiz

Total Students Assessed: 23

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	6	5	4	4	4

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery). we reviewed several times.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Poor Attendance

What suggestions would you recommend to help more students achieve success with this SLO?

Try to increase Attendance

Instructor: Petra R. Lott, PhD

Course: Linguistics 16 - Fall 2014

### SLO Assessed:

In this assessment SLO #1 *Identify the mental processes responsible for the production and reception of language* was assessed.

### Method of Assessment:

Students were asked to describe a complex speech production/comprehension model, identify its processing steps, and point out the neurological structures involved in these processes.

### Results of Assessment:

4	3	2	1	0	
8	5	1	1	0	n=15
53%	33%	7%	7%	0%	100%

### Analysis:

The results show that 53% of all students demonstrated a deep understanding of the mental processes underlying the production and reception of language. Together with the group that demonstrated a clear understanding of the processes (33%) they formed 86% of the class. 7% demonstrated a superficial understanding and 7% little understanding of the mental processes underlying speech production and reception.

I am completely satisfied with the 86% who either demonstrated a deep or a clear understanding of mental processes. The figure represents a very high success rate. The results clearly show that those students that are interested in the material, put a lot of effort into their work, stay in class, and consequently succeed.

In order to be able to process the complexity and the amount of material presented in this course, students are required to be motivated, dedicated, and diligent. If they want to earn a good grade, they need to work very hard. Some of the students, who did not do well in class, had jobs that did not allow them to invest as much time into reading and studying as they would have wished.



### Recommendations for Improvement:

I am fully aware of the degree of complexity of the subject matter of this course. A psycholinguistics class does not only focus on linguistic concepts but introduces a large number of concepts related to medicine and psychology, which means that the course materials challenge a student's critical thinking skills on various levels. In order for weaker students to be successful in this class, I could encourage them to visit my office hours, where difficult concepts could be discussed one-on-one. The formation of study groups would be a valid alternative to a one-on-one interaction between student and instructor. Study groups provide a less stressful environment for students who are struggling. These individuals usually feel less pressure asking questions in a smaller group than in a class setting with a professor present. I could, of course, reduce the level of difficulty in this class. However, this course is often taken by linguistics majors, whose goal it is to transfer to linguistics programs at renowned universities. I am convinced that a more challenging class prepares them better for their university career.

Instructor: Petra R. Lott, PhD

Course: Linguistics 16 - Spring 2015

### SLO Assessed:

In this assessment SLO #2 *Contrast First and Second Language Acquisition* was assessed.

### Method of Assessment:

Students were asked to describe similarities and differences between First Language Acquisition and Second Language Learning by including various theoretical approaches.

### Results of Assessment:

4	3	2	1	0	
6	3	4	0	0	n=13
46%	23%	31%	0%	0%	100%

### Analysis:

The results show that 46% of all students demonstrated a deep understanding of the the similarities and differences of first and second language acquisition. Together with the group that demonstrated a clear understanding of the processes (23%) they formed 69% of the class. 39% presented with a superficial understanding of the concepts involved in different forms of language acquisition and nobody (0%) had little or no understanding of the concept.

I am satisfied with the 69% who either demonstrated a deep or a clear understanding of first and second language acquisition. The figure represents a fairly high success rate.

Theories describing the mechanisms involved in first language acquisition and second language learning are manifold. They include scientific views, some of which are only remotely related to linguistic studies. Examples are behaviorist stimulus/response models, nativist, as well as neurological, cognitive, and social developmental models. Students are not only asked to understand the different approaches, they need to critically discuss and compare them. Even diehard linguists may find it hard to deal with B.F. Skinner or L.S. Vygotsky.

### Recommendations for Improvement:

I believe that people would understand theories of language acquisition better and would show more interest in them if they were presented in context and not just as dry isolated units. Observing children as they acquire their first language or observing second language learners would put the theories of first and second language acquisition into a more practical context.

## **The Annual Assessment Report (2014-2015)**

### **LING17: Language Acquisition (Spring 2015)**

#### **Introduction:**

During the last academic year 2014-2015, this course was offered only in spring 2015. Thus, this report presents the assessment with SLO#2 from the spring term. Because there was only one section offered in the term, only one faculty taught this course and assessed the students' achievement with the data from eLumen and the data recorded manually on paper.

**SLO #2:** Analyze and interpret samples of infants' language production.

**Assessment:** Students need to analyze small samples of infants' language production, and write a paper on the analysis and results.

In spring 2015, the instructor asked the students to analyze a child-caregiver conversation in the internet-based speech corpus as the midterm project. With the analyses, the students were required to interpret the child's speech productions in terms of communicative development, phonological development, and semantic development. There was a detailed instruction with a list of linguistic features that the students needed to analyze. These linguistic features are the major developmental traits young children go through. The students had received lectures on the linguistic features in class and occasionally conducted small sample analyses on some of the linguistic features as a part of homework assignments prior to the actual analyses. Thus, the students must have gained good knowledge on the linguistic features and have been familiar with the analyses by the time they had to work on this midterm project. By conducting the analyses, they also needed to interpret the child's linguistic developmental stages.

Conducting the analyses on the linguistic features and interpreting a child's speech productions require the students to apply their knowledge of linguistic features to the analyses and to interpret the findings. This is a higher critical thinking. Students must have good understanding of the linguistic features and the knowledge of how to conduct analyses.



## Rubric

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No analysis provided, no presentation of results, and no demonstration of understanding	Insufficient analysis, presentation of inaccurate and/or unclear results, and demonstration of superficial understanding	Analysis with some errors, presentation of limited results, and demonstration of partial understanding	Analysis with few and/or minor errors, presentation of sufficient results, and demonstration of a clear understanding	Analysis with accurate knowledge, presentation of thorough results, and demonstration of a deep understanding

## Results:

Score	0	1	2	3	4
Percent (12 students)	33.33% (4)	0.00% (0)	0.00% (0)	8.33% (1)	58.33% (7)

## Analysis:

In the spring 2015 term, more than half students (58.33%) achieved the mastery level and one person (8.33%) reached the accomplished level. Four students (33.33%), who belong to the inadequate demonstration level, did not show any demonstration, that is, they did not conduct any analysis or write a paper. Everyone, who conducted the analyses and wrote a paper, achieved the passing level and all the students except one did extremely well, i.e., reaching the mastery level.

## Recommendations for Improvement:

As suggested two years ago on the assessment report, the students were provided with hands-on practices on sample analyses in class and with immediate help from the instructor. This helped the students understand how to conduct an analysis and write an analysis paper, and this reflected in the result that the majority of the students achieved the mastery level.

One recommendation, if necessary, is that the instructor may need to encourage all students to stay in class to the end of the semester and raise the retention rate. Four students did not conduct an analysis or write a paper, because they stop coming to the class. On the other hand, the retention rate may be improved in the near future since this course was promoted to be an I-GETC course by UC schools and a part of GE program by CSU schools.

Overall, the analyses of a child's language are a great project, which gives students an opportunity to apply their knowledge to an actual language sample. The project facilitates the students' deeper understanding. The SLO involving this project is a good indicator of the students' learning.

**Resource Requests:**

This course has been offered only once in a year. Ideally, this course is offered in each term.

## FALL 2014 SLO Assessment Results

Instructor: Miki Sumitomo

Course: ENGL010- Introduction to Linguistics

CRN: 4514

Student Learning Outcome (SLO) assessed:

**SLO#1: Analyze languages in terms of the linguistic fields such as morphology, syntax, phonetics and phonology.**

Method of Assessment (describe assessment and attach rubric if available):

Students need to analyze and compare two languages in terms of the linguistic concept and write a paper.

Total Students Assessed: 5

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students</i></b>	2	1	0	2	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The step-by-step instruction and sample exercises in class and individual support in the office hours

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Students' false presumption:

Many students presumed that a linguistic analysis would be difficult and did not even start to do an analysis or write a paper. When the instructor finally and individual gave a step-by-step instruction to each student, who did not even start, many of them said, "Oh, this is actually easier than I expected."

What suggestions would you recommend to help more students achieve success with this SLO?

It would be best if a teacher could call each student to an office hour and give an individual step-by-step instruction, but it is a little difficult with many students (this class had 21 students with the paired LING010).



## FALL 2014 SLO Assessment Results

Instructor: Miki Sumitomo

Course: LING010 – Introduction to Linguistics

CRN: 4727

Student Learning Outcome (SLO) assessed:

**SLO#1: Analyze languages in terms of the linguistic fields such as morphology, syntax, phonetics and phonology.**

Method of Assessment (describe assessment and attach rubric if available):

Students need to analyze and compare two languages in terms of the linguistic concept and write a paper.

Total Students Assessed: 16

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students</i></b>	4	6	4	0	2

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

The step-by-step instruction and sample exercises in class and individual support in the office hours, which made all students reached the passing grade (the two students who belong to "Inadequate" did not do an analysis or write a paper).

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Students' false presumption:

Many students presumed that a linguistic analysis would be difficult and did not even start to do an analysis or write a paper. When the instructor finally and individual gave a step-by-step instruction to each student, who did not even start, many of them said, "Oh, this is actually easier than I expected."

What suggestions would you recommend to help more students achieve success with this SLO?

It would be best if a teacher could call each student to an office hour and give an individual step-by-step instruction, but it is a little difficult with many students (this class had 21 students with the paired ENGL010).



**Term: Fall 2014**

**Course number and title: Linguistics 12: Intercultural Communication**

**SLO number and text: SLO #1:** Using the major theoretical concepts of Intercultural Communication, explain cultural differences, with an emphasis on what and how people communicate.

**Assessment\*:** Film Project – Working with a group, students choose a film that focuses on cultural values; group members watch the film, then use IC theories to analyze the content of the film to explain cultural differences, with an emphasis on what and how people communicate..

**Rubric:** Exceptionally creative, well-prepared and successful contribution to group, indicating thoughtful effort, individualized style, and demonstrating a thorough grasp of large portions of the course material. Extremely responsible, organized, and participatory in group planning and activities, providing leadership and initiative. Verbal and written expression is accurate, comprehensible, and timely. Excellent collaborative skills.

**Data\*:**

Score	4	3	2	1	0
Percent (## students)	38.46% (5 students)	46.15% (6 students)	7.6% (1 student)	7.6% (1 student)	0%

**Analysis and Interpretation:**

A majority of students are performing at the level of “mastery” and “accomplished well.” Some changes that have been implemented can account for this improved performance: 1. An increased number of resources on Canvas, e.g. group contract, lists of films, required outline submission, other videos and articles posted throughout the semester to improve learning of conceptual framework. 2. Change in the overall approach to assessment throughout the semester, e.g. smaller Chapter Quizzes rather than larger tests; posted chapter study guides and other testing resources.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

I have implemented a significant number of changes in the course over the past few semesters, and these changes have led to improved performance on this SLO.

**Recommendations for Improvement:**

In the future, I have a plan to provide additional resources for students on Effective Power Point Slides, and I will have them complete a checklist of tasks to accomplish to prepare for their presentations.

**Resource Needs: NA**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Term: Fall 2014**

**Course number and title: English 12: Intercultural Communication**

**SLO number and text: SLO #1:** Using the major theoretical concepts of Intercultural Communication, explain cultural differences, with an emphasis on what and how people communicate.

**Assessment\*:** Film Project – Working with a group, students choose a film that focuses on cultural values; group members watch the film, then use IC theories to analyze the content of the film to explain cultural differences, with an emphasis on what and how people communicate..

**Rubric:** Exceptionally creative, well-prepared and successful contribution to group, indicating thoughtful effort, individualized style, and demonstrating a thorough grasp of large portions of the course material. Extremely responsible, organized, and participatory in group planning and activities, providing leadership and initiative. Verbal and written expression is accurate, comprehensible, and timely. Excellent collaborative skills.

**Data\*:**

Score	4	3	2	1	0
Percent (2 students)	50% (1 student)	50% (1 student)	0% (0 students)	0% (0 students)	0%

**Analysis and Interpretation:**

A majority of students are performing at the level of "mastery" and "accomplished well." Some changes that have been implemented can account for this improved performance: 1. An increased number of resources on Canvas, e.g. group contract, lists of films, required outline submission, other videos and articles posted throughout the semester to improve learning of conceptual framework. 2. Change in the overall approach to assessment throughout the semester, e.g. smaller Chapter Quizzes rather than larger tests; posted chapter study guides and other testing resources.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

I have implemented a significant number of changes in the course over the past few semesters, and these changes have led to improved performance on this SLO.

**Recommendations for Improvement:**

In the future I have a plan to provide additional resources for students on Effective Power Point Slides, and I will have them complete a checklist of tasks to accomplish to prepare for their presentations.

**Resource Needs: NA**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



## **The Annual Assessment Report (2014-2015)**

### **LING17: Language Acquisition (Spring 2015)**

#### **Introduction:**

During the last academic year 2014-2015, this course was offered only in spring 2015. Thus, this report presents the assessment with SLO#2 from the spring term. Because there was only one section offered in the term, only one faculty taught this course and assessed the students' achievement with the data from eLumen and the data recorded manually on paper.

**SLO #2:** Analyze and interpret samples of infants' language production.

**Assessment:** Students need to analyze small samples of infants' language production, and write a paper on the analysis and results.

In spring 2015, the instructor asked the students to analyze a child-caregiver conversation in the internet-based speech corpus as the midterm project. With the analyses, the students were required to interpret the child's speech productions in terms of communicative development, phonological development, and semantic development. There was a detailed instruction with a list of linguistic features that the students needed to analyze. These linguistic features are the major developmental traits young children go through. The students had received lectures on the linguistic features in class and occasionally conducted small sample analyses on some of the linguistic features as a part of homework assignments prior to the actual analyses. Thus, the students must have gained good knowledge on the linguistic features and have been familiar with the analyses by the time they had to work on this midterm project. By conducting the analyses, they also needed to interpret the child's linguistic developmental stages.

Conducting the analyses on the linguistic features and interpreting a child's speech productions require the students to apply their knowledge of linguistic features to the analyses and to interpret the findings. This is a higher critical thinking. Students must have good understanding of the linguistic features and the knowledge of how to conduct analyses.

## Rubric

Inadequate Demonstration 0	Developing 1	Adequate Competence 2	Accomplished 3	Mastery 4
No analysis provided, no presentation of results, and no demonstration of understanding	Insufficient analysis, presentation of inaccurate and/or unclear results, and demonstration of superficial understanding	Analysis with some errors, presentation of limited results, and demonstration of partial understanding	Analysis with few and/or minor errors, presentation of sufficient results, and demonstration of a clear understanding	Analysis with accurate knowledge, presentation of thorough results, and demonstration of a deep understanding

## Results:

Score	0	1	2	3	4
Percent (12 students)	33.33% (4)	0.00% (0)	0.00% (0)	8.33% (1)	58.33% (7)

## Analysis:

In the spring 2015 term, more than half students (58.33%) achieved the mastery level and one person (8.33%) reached the accomplished level. Four students (33.33%), who belong to the inadequate demonstration level, did not show any demonstration, that is, they did not conduct any analysis or write a paper. Everyone, who conducted the analyses and wrote a paper, achieved the passing level and all the students except one did extremely well, i.e., reaching the mastery level.

## Recommendations for Improvement:

As suggested two years ago on the assessment report, the students were provided with hands-on practices on sample analyses in class and with immediate help from the instructor. This helped the students understand how to conduct an analysis and write an analysis paper, and this reflected in the result that the majority of the students achieved the mastery level.

One recommendation, if necessary, is that the instructor may need to encourage all students to stay in class to the end of the semester and raise the retention rate. Four students did not conduct an analysis or write a paper, because they stop coming to the class. On the other hand, the retention rate may be improved in the near future since this course was promoted to be an I-GETC course by UC schools and a part of GE program by CSU schools.

Overall, the analyses of a child's language are a great project, which gives students an opportunity to apply their knowledge to an actual language sample. The project facilitates the students' deeper understanding. The SLO involving this project is a good indicator of the students' learning.

**Resource Requests:**

This course has been offered only once in a year. Ideally, this course is offered in each term.



## Spring 2015 SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics 20

CRN: 32926

Student Learning Outcome (SLO) assessed: **SLO #2**

Analyze and interpret various aspects of language, and synthesize research findings.

Method of Assessment (describe assessment and attach rubric if available):

E- portfolio exercise

Total Students Assessed: 5

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	5	0	0	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Forming small study groups to go over the concept

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

Working more in small groups



## Spring 2015 SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics 14

CRN: 33322

Student Learning Outcome (SLO) assessed: **SLO #2**

Analyze how language is used in society in relation to gender, generation, region, socioeconomic class, culture, ethnicity, education, politics and multilingualism.

Method of Assessment (describe assessment and attach rubric if available):

Fill in the answer test

Total Students Assessed: 20

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	15	2	2	0	1

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Forming small study groups to go over the concept

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Poor attendance

What suggestions would you recommend to help more students achieve success with this SLO?

Working more in small groups and try to increase attendance

## Spring 2015 SLO Assessment Results Form

Instructor: Steve Pell

Course: Linguistics 11/English 11

CRN: 32925/33008

Student Learning Outcome (SLO) assessed: **SLO #2**

Translate, analyze, and compare Old-, Middle-, and Modern English text excerpts. Identify the major differences between standard and dialectal American and British English.

Method of Assessment (describe assessment and attach rubric if available):

Fill in the answer test

Total Students Assessed: 19

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	11	3	1	0	4

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

Forming small study groups to go over the concept

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Poor attendance

What suggestions would you recommend to help more students achieve success with this SLO?

Working more in small groups and try to increase attendance

Spring  
FALL 2015 SLO Assessment Results Form

Instructor: TAKATA, Yoji

Course: Linguistics 10 CRN: 31432

Student Learning Outcome (SLO) assessed:

#2 Analyze language in terms of linguistic fields such as morphology, syntax, phonetics and phonology.

Method of Assessment (describe assessment and attach rubric if available):

Students Write a research paper to analyze two familiar languages and compare and contrast them in terms of at least one linguistic field.

Total Students Assessed: 21

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
Number of Students	7	4	9	1	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?

Students had almost the whole semester to do this project while they were learning different fields of linguistics and apply them to analyze languages and write the paper.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

For many students, it was the first time to study linguistic. It might have been difficult for some of them to learn different fields and linguistic and do research using that knowledge to write a paper at the same time.

What suggestions would you recommend to help more students achieve success with this SLO?

Almost all the students did this project adequately. But if the instructor check the students' progress at multiple times in the process, it might help.

During the 2014-15 academic year, the Math department offered a total of 24 math courses and 1 statistics course. This report contains entries from fall and spring; 14 courses were assessed in fall and 20 were assessed in spring. In terms of total number of courses taught and assessed, 84% of the courses taught during 2014-15 were assessed and are included in this report. In the Spring we had the greatest amount of participation, with nearly all full-time instructors assessing their classes.

**Course name and number:** Math 3 College Algebra  
Fall 2014

**SLO number and text:** 1 Solve equations and inequalities by applying definitions, the laws of algebra, and performing fundamental algebraic operations.

**Assessment:** Test and quiz problems related to solving equations and systems of equations.

**Rubric\*:**

4. Student applies the correct techniques or concepts consistently, and makes no calculation errors.
3. Student applies the correct techniques or concepts correctly, but makes minor errors in calculation.
2. Student applies the correct techniques or concepts correctly, but has consistent major calculation errors or student's approach contains flaws that may not lead to the correct solution.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated.

\*This is the General Math Rubric. Unless otherwise indicated, this rubric was used for each SLO we assessed.

**Data:**

Score	4	3	2	1	0
Percent (152 students)	27%	30.3%	13.8%	8.6%	20.4%

**Analysis of Results: (5 of 13 sections were scored; 347 students enrolled plus 23 students NS)**

Not everybody who reported data used the same assessment tool. For the last three times this SLO was assessed, the percent of students who scored 3 or 4 are 77%, 47% and 57% (the last being this round). This is somewhat of a wild fluctuation. This is, however, the first time an assessment tool was developed. Also, the current number of students reported is vastly greater than previous rounds. As such, I can't really speak to the reliability or validity of the results. Given the fact that students in this course typically underperform, though, these results are not surprising. Also

given that fact, we could certainly do better. The level of the content of Math 3 is almost equivalent to that of precalculus (with the major difference being trigonometry), though often times the students are underprepared. The vast majority of these students are not STEM majors. As such, they, by and large, view math as just another class to get through. They are not taking math with a bigger math/science goal in mind and do not think in terms of learning the language of math. Of note: The scores gathered by this assessment measure students' ability to manipulate symbols and not their reasoning and critical thinking skills.

### **Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations are not being considered in this department from semester to semester and from cycle to cycle.

### **Recommendations for Improvement:**

The course outline should be revised to reflect that it is a terminal course. While the critical thinking skills necessary to succeed are beneficial, the actual math content will probably not be used by most students in another context in the future.

Make sure that Math 125 and 131 instructors know what students at this level will be expected to do. Include sample problems from various topics in the Instructor Packets for these courses.

### **Resource Needs:**

None that come to mind.

Spring 2015

**SLO number and text:** SLO #2 Set up and solve application problems by applying algebraic concepts

**Assessment:** Instructors used word (application) problems on chapter exams and/or final exams.

### **Data: 5 of 11 sections were assessed**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (117 students)	26%	33%	22%	16%	2%

### **Analysis and Interpretation:**

The assessment tool should be revised to reflect practices of more instructors. I believe one person constructed the tool itself. It was also applied in a non-uniform way, as has been the practice in this department since we started assessing SLOs. As such, the data are not comparable from one instructor to the next. That said, the results are disappointing. Fewer than 60% of students assessed earned scores of 3 or 4. One instructor cited students' home/family issues for the performance seen.

Generally, this population of students is taking this course as their terminal math course; they are not STEM majors. As such, they do not typically appreciate the language of math and have not truly mastered the prerequisite material—though non-mastery of prerequisite material is typical of all courses at all levels I have taught in our department.

**Closing the Loop (Reflections on previous Recommendations):**

This department is not enacting any changes based on SLO assessments.

**Recommendations for Improvement:** As usual, this department would benefit from uniform application of collaboratively created assessment tools. Without this in place, we are unable to compare results among instructors or over time.

If we reduced the amount of content in Math 131, the prerequisite course, then we might be able to better focus on the material students need as they progress, and we might see better results when teaching more advanced material.

Perhaps weekly topical workshops would assist students in assimilating the course material.

Innovations have been made in the creation and use of computer-based learning. Requiring/encouraging instructors to use such might improve student performance.

**Resource Needs:**

Increased tutoring and better facilities are needed. Our Math Center is often overcrowded to the point that students do not want to go there.

Increased access to computers for students.

**Course name and number:** Math 5A Calculus  
Fall 2014

**SLO number and text:** 1 Demonstrate understanding of the rigorous definition of the limit, and use limit laws and appropriate theorems to compute limits.

**Assessment:** Problems on exams involving the definition of a limit and computation of limits. Some instructors used chapter exams, some used the final exam, and some used a combination thereof.

**Data:**

Score	4	3	2	1	0
Percent (213 students)	29.1%	33.3%	19.7%	14.1%	3.8%

**Analysis of Results: (9 of 21 sections were scored; 632 students enrolled plus 38 students NS)**

**SLO number and text:** 5 Solve various application problems and graph functions, using calculus techniques.

**Assessment:** Problems on exams involving application problems and graphing using calculus techniques. Some instructors used chapter exams, some used the final exam, and some used a combination thereof.

**Data:**

Score	4	3	2	1	0
Percent (117 students)	27.4%	37.6%	21.4%	9.4%	4.3%

**Analysis of Results: (9 of 21 sections were scored; 641 students enrolled plus 29 students NS)**

A group of us met to discuss this. Since the department doesn't follow through with any of this, though, I don't see much reason to write it up.

Spring 2015

**SLO number and text:** 2: Demonstrate understanding of continuity and related properties and theorems.

**Assessment:**

Most of the respondents used problems from the final, two used problems from chapter exams as well as the final and another used problems on 2 chapter exams. Some used their own problems or those like the assessment tool while others used the assessment tool provided.

**Data:** 14 of 18 sections were assessed. (All 10 Full Time Instructors input data)  
7 of 10 Full Time 5A instructors, plus two additional faculty members, met to discuss this data.

Score	4	3	2	1	0
Percent (282 students)	27%	24%	22 %	15%	13%

**Analysis and Interpretation:**

As the division becomes more involved in the assessment process, these results are beginning to become more meaningful, although there is still work to be done.

instructors are more aware of the importance of the SLO assessment process. It is

a positive sign that 14 of 18 sections were assessed this time, while only 4 sections were assessed the last time this SLO was studied (Fall 2012).

As to the results, 51% of students who were assessed score in the desired 3 and 4 range. In Fall 2012, that number was 64.8%. We would definitely like to see this number above 60%.

Many reasons were discussed as to why the results were low. Two instructors commented on having unusually weak/unmotivated classes this semester. Many students did not do the necessary homework. However, the biggest primary reason stated for unsatisfactory results was lack of adequate preparation in the fundamentals of Algebra and Trigonometry. Specific topics mentioned included lack of understanding of basic function notation, domain of functions, continuity of trigonometric functions, and solving trigonometric equations. This type of weakness is very typical among 5A students.

### **Closing the Loop (Reflections on previous Recommendations):**

Last time this SLO was assessed, there were not any recommendations aside from developing the assessment tools. These tools were, indeed, created. However, they have yet been attained.

### **Recommendations for Improvement:**

(Process)

There was some discussion that perhaps an SLO regarding graphing should be added rather than just including graphing in SLO#5 with applications of derivatives. No action was taken on that idea.

Some faculty members expressed a desire to have the assessment process more uniform, whether that means requiring everyone to use the same tool or create a common portion of the final. It is also suggested that assessment be done multiple times during the semester, not just at the final.

(Pedagogy)

One of the issues discussed was how best to motivate students to do homework in a meaningful way. Two instructors commented on having some success with online homework components, one with Webassign, the other with Maple. It is recommended that this discussion continue and those having success in this area would share data with the division.

(Programmatic)

Since the biggest indicator of success in Math 5A seems to be prerequisite knowledge, it was discussed that we should consider revisiting the restructuring of Math 7AB. At a minimum, we will communicate with 7AB instructors the areas in



which the 5A students are lacking prerequisite skills so that they may cover them more thoroughly. It would be helpful to find or create precalculus remediation tools.

Students need to seek help when needed. They need to go to office hours and go to tutoring. In order for this to happen, there needs to be ample space and money devoted to providing tutors and training them well.

A program of noontime seminars was proposed where students from all 5A classes could meet with an instructor or tutor to provide extra practice and discussion of the types of problems students typically struggle on, like related rates, optimization etc.

Faculty members should be encouraged and supported to have discussions about what is/isn't working in their classroom.

### **Resource Needs:**

Tutoring, tutoring, tutoring. We need more tutors, with longer hours, more training and more space.

Faculty members need time to meet. It is extremely difficult to gather faculty members for the discussions necessary to improve curriculum and pedagogy. That time could come in the form of a daily college hour, a division wide time set aside for such discussion, a stipend weekend retreat or more flex days (that don't take away any contact hours).

**Course name and number:** Math 5B Calculus  
Fall 2014

**SLO number and text:** 1 :Differentiate and integrate transcendental functions.

### **Assessment:**

Several instructors assessed students on various exams using questions from the assessment tool, or in the same spirit as those on the tool. One instructor reported assessing this SLO from one quiz.

### **Rubric:**

4. Student consistently demonstrates the ability to differentiate functions regardless of complexity. Student consistently demonstrates the ability to integrate complex functions involving use of substitution and/or sum/difference properties of integrals.
3. Student consistently demonstrates the ability to differentiate transcendental functions of moderate complexity. Student consistently demonstrates the ability to integrate moderately complex functions requiring use of substitution and/or sum/difference properties of integrals.

2. Student consistently demonstrates the ability to differentiate basic transcendental functions and demonstrates limited ability to differentiate functions of moderate complexity. Student demonstrates limited ability to integrate functions requiring use of substitution and/or sum/difference properties of integrals
1. Student demonstrates limited ability to differentiate basic transcendental functions, but no ability to differentiate functions of any complexity. Student demonstrates limited ability to integrate functions whose anti-derivatives are basic transcendental functions.
0. Student demonstrates no ability to differentiate basic transcendental functions.

**Data:**

Score	4	3	2	1	0
Percent (145 students)	32.4%	44.1%	19.3%	3.4%	0.7%

**Analysis of Results: (7 of 14 sections were scored; 374 students enrolled plus 23 students NS)**

As to the validity and reliability of these results, in the case of the majority of instructors reporting, assessment was done using questions similar to those on the assessment tools handout multiple times throughout the semester. These results appear valid and reliable. In a few instances, the tool used was unspecific and in one case, this SLO was assessed on only one quiz. Validity is questionable in those cases.

Also, with only 50% of 5B classes assessed, validity can be questioned. Participation is an ongoing problem.

As to the results obtained, 76.5% of students scored in the 3s and 4s; an improvement of 17% since the 2012 report! Certainly we are pleased with this improvement. These results exceed our acceptable level of 60%.

**Closing the Loop (Reflections on previous Recommendations):**

One of the previous recommendations was to better inform instructors as to what is expected of them in terms of assessing SLOs. We created assessment tools available for use and encouraged instructors to assess the SLO multiple times throughout the semester. We would like to think that some of the work we have done providing assessment tools may have helped instructors better understand the level of achievement that is expected from their students, but at this point there is not enough data to warrant such a claim.

**Recommendations for Improvement:**

Continued training, support and encouragement of faculty members to become involved in the process is necessary if it is to become a process of value. Perhaps we need some sort of incentive program. The assessment tool and rubrics appear to be

working well; one instructor suggested that homework and group work be used for assessment also. The SLO could use some work given that it includes a compound verb which is ill-advised.

**Resource Needs:**

As always, more tutoring at the higher levels would be helpful.

Spring 2015

**SLO number and text:** 5 Test for the convergence of an infinite series and apply the theory of power series to application problems.

**Assessment:**

Several instructors assessed students on various exams using questions from the assessment tool or similar to them.

**Data:**

Score	4	3	2	1	0
Percent (24.3 students)	24.3%	33.1%	21.3%	16.2%	5.1%

**Analysis of Results: (7 of 14 sections were scored; 368 students enrolled plus 29 students NS)**

As to the validity and reliability of these results, in the case of the majority of instructors reporting, assessment was done using questions similar to those on the assessment tools multiple times throughout the semester. This is a very large part of the course so there is ample opportunity to assess it. These results appear valid and reliable. However, since only 50% of 5B classes were assessed, validity can be questioned. Participation is an ongoing problem, although it has improved since the last cycle.

As to the results obtained, only 57.4% of students scored in the 3s and 4s; falling below our acceptable level of 60%. These results, though not where we would like them to be, are not surprising. This topic is typically particularly difficult for students.

**Closing the Loop (Reflections on previous Recommendations):**

Concerns addressed previously were that participation in the assessment was low, assessment was not uniform and adjunct's data needed to be incorporated. All of these areas have been addressed and improved upon with more work needed in this area. Results were down slightly this year from the previous assessment of this SLO, but not enough data is available to draw any conclusions.

Two of the recommendations from the previous cycle were that the pre-calculus curriculum be changed to include indexing and pattern recognition, and that more tutors be hired and trained for the calculus level. Neither of these recommendations were implemented.

### **Recommendations for Improvement:**

We need to continue to improve the process by encouraging participation in the assessment, incorporating adjunct instructors' data and normalizing assessment tools. This SLO covers such a broad area that perhaps it should be split into two separate SLOs. The assessment tool and rubrics appear to be working well; one instructor suggested that homework, in class activities, projects and group work be used for assessment also.

Many instructors offered suggestions regarding pedagogical and course content changes from, "continuing to develop new and innovative ways to present material" and "I would like to spend more time computing power series" to "have students read book in advance". One suggestion that was made involves rearranging the course material so as to cover infinite series earlier in the semester rather than rushing it at the end. Perhaps this suggestion should be made in the Math 5B instructor packet.

### **Resource Needs:**

As always, more tutoring at the higher levels would be helpful.

**SLO number and text:** 2 Demonstrate the ability to select appropriate techniques and correctly perform a specific integration

**Assessment:** Most of the respondents used a combination of problems from the chapter tests, while two used problems from final only and another used problems from exams and homework. Some used their own problems or those like the assessment tool while others used the assessment tool provided.

**Data:** 11 of 14 sections were assessed (all 6 Full Time Faculty members responded)

Score	4	3	2	1	0
Percent (272 students)	31%	28%	22 %	14%	6%

### **Analysis and Interpretation:**

This is a very important SLO. Being able to integrate is a necessary skill in the next course and is especially important in Math 55. Because of this, we would like to see

80% of students scoring a 4 or 5. During this assessment cycle, we fell below that lofty goal with only 59% scoring a 3 or 4.

Some instructors commented that many students do well on this aspect of the course because it is the most formulaic thing we do in 5B. However, because of their ability to memorize certain techniques, it is easy for them to think that they had mastered something, so when the problem called for a slight variation on a theme, the students who exclusively relied on memorization of technique often were led down the wrong path. Nearly all instructors commented that students need to spend much more time practicing integration techniques. This is an area that requires much practice and seasoning on the part of the students and can only be mastered with time.

As to the reliability of the results, we are improving in that area as more faculty members become aware of the assessment process. In most classes, this SLO is assessed multiple times both on chapter exams and final exams. Some instructors also utilized additional homework drill and online “integration bee” practice. As one instructor stated, “The SLO score assigned to each student was an overall score that would reflect the student’s performance and progress of learning. By doing that, consistency was carefully considered when collecting the data and assigning the scores”.

### **Closing the Loop (Reflections on previous Recommendations):**

Last time this SLO was assessed, there was not much feedback given so it was suggested that more discussion and training regarding what type of faculty input would be helpful. Certainly this time there was more participation and feedback so we are on the right track. The one recommendation that was made last cycle was that students need more drill and practice, which many instructors commented that they had done. Clearly, more is needed.

### **Recommendations for Improvement:**

(Process)

Some faculty members commented that to have truly meaningful data, the assessment process needs to be more uniform, whether that means requiring everyone to use the same tool or create a common portion of the final. To further normalize results, there was discussion as to whether a common assessment could be graded in a uniform manner, perhaps by a rotating team of 2 graders. Discussion as to feasibility is still underway.

(Pedagogy)

The consensus was that students need to be motivated to do more practice. Some suggested using online tools while others proposed more worksheets or time spent on in class practice.

Since integration is taught near the beginning of the semester, it is beneficial to review these techniques near the end. One approach that many instructors utilize is to save the subjects of Applications of Integration and Polar and Parametric Curves for the end of the course. This has the desired effect of allowing students to review many of their integration techniques at the end of the course, after completing sequences and series, and thus reinforcing the concepts previously taught. It has the added benefit of covering infinite series, a concept students find difficult, in the middle of the course. This suggestion will be made in the Instructor's Packet for math 5B.

(Programmatic)

Faculty members should be encouraged and supported to have discussions about what is/isn't working in their classroom

### **Resource Needs:**

The number one request by far: TUTORING. We need more tutors, with longer hours, more training and more space.

Another resource that was mentioned is a math lab with access to technology and training for students and faculty.

With the discussion of budget cuts, some instructors are worried that the cut to duplicating will have a negative impact on students since they will not be able to duplicate as many worksheets and study guides.

Another need: Faculty members need time to meet. It is extremely difficult to gather faculty members for the discussions necessary to improve curriculum and pedagogy. That time could come in the form of a daily college hour, a division wide time set aside for such discussion, a stipend weekend retreat or more flex days (that don't take away any contact hours).

We have recently instituted a course coordinator system where one person oversees all the needs of a particular course (assessment, textbook, curriculum etc.) This is a very positive step. This program needs to continue and needs administrative support.

**Course name and number:** Math 5C Calculus  
Fall 2014

**SLO number and text:** 1 Apply vector operations to find equations of lines and planes and analyze the motion of a particle in space

**Assessment:** There is an assessment tool available for this SLO. The one reporting instructor used his own problems from his first and second exam.

**Rubric:**

4. Student consistently uses vector operations correctly to find equations of lines and planes in more complex geometric cases.
3. Student uses vector operations correctly to find equations of lines and planes in simple geometric cases.
2. Student computes vector operations but does not correctly distinguish between equations of lines and equations of planes.
1. Student computes vector operations but does not use them correctly to find equations of lines or planes .
0. Student does not compute vector operations correctly.

**Data:**

Score	4	3	2	1	0
Percent (32 students)	50%	40.6%	3.1%	3.1%	3.1%

**Analysis of Results: (1 of 6 sections were scored; 180 students enrolled plus 2 students NS)**

Given that only ONE out of SIX sections were assessed, it is difficult to know if the results are valid, reliable, or representative.

In terms of the numbers obtained, the instructor reporting felt that these numbers accurately reflected his students' understanding. The results are very strong, over 90% of students in the 3s or 4's exceeding desired results of 60%.

**Closing the Loop (Reflections on previous Recommendations):**

Concerns addressed previously were that participation in the assessment was low, assessment was not uniform and adjunct's data needed to be incorporated. All of these areas have been addressed and improved upon with more work needed in this area.

Three of the recommendations from the previous cycle were that the pre-calculus curriculum be changed to better prepare students, 5C SLOs be restructured and more tutors be hired and trained for the calculus level. None of these recommendations have been implemented at this time.

**Recommendations for Improvement:**

The most fundamental change which needs to be addressed, in terms of process, is that participation of faculty members must increase. Without data and instructor input the process is meaningless. Perhaps more training or an incentive program would help in this area. The rubric and assessment tool adequately assess the SLO, but as stated in a previous report, the 5C SLOs seem particularly skill oriented and compound and thus should be re-written.

No recommendations in terms of pedagogy or course content will be made at this time due to the fact that there is not enough data to draw any legitimate conclusions.

### **Resource Needs:**

There are not enough tutors available who are capable of tutoring Math 5C. Perhaps tutors specializing at the higher levels could be hired and trained.

Spring 2015

**SLO number and text:** 5 Apply the Fundamental Theorem for Line Integrals, Green's Theorem, Stokes' Theorem and the Divergence Theorem.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO

### **Data:**

Score	4	3	2	1	0
Percent (32 students)	34.4%	53.1%	3.1%	0%	9.4%

### **Analysis of Results: (1 of 6 sections were scored; 180 students enrolled plus 2 students NS)**

Given that only ONE out of SIX sections were assessed, it is difficult to know if the results are valid, reliable, or representative.

In terms of the numbers obtained, the instructor reporting felt that these numbers accurately reflected his students' understanding. The results are very strong, over 87% of students in the 3s or 4's exceeding desired results of 60%.

### **Closing the Loop (Reflections on previous Recommendations):**

Concerns addressed previously were that participation in the assessment was low, assessment was not uniform and adjunct's data needed to be incorporated. All of these areas have been addressed and improved upon with more work needed in this area.

Three of the recommendations from the previous cycle were that the pre-calculus curriculum be changed to better prepare students, 5C SLOs be restructured and more tutors be hired and trained for the calculus level. None of these recommendations have been implemented at this time.



### Recommendations for Improvement:

The most fundamental change, in terms of process, which needs to be addressed is that participation of faculty members must increase. Without data and instructor input the process is meaningless. Perhaps more training or an incentive program would help in this area. The rubric and assessment tool adequately assess the SLO, but as stated in a previous report, the 5C SLOs seem particularly skill oriented and compound and thus should be re-written.

No recommendations in terms of pedagogy or course content will be made at this time due to the fact that there is not enough data to draw any legitimate conclusions.

### Resource Needs:

There are not enough tutors available who are capable of tutoring Math 5C. Perhaps tutors specializing at the higher levels could be hired and trained.

### Student Learning Outcome (SLO) assessed:

SLO#2: Find limits, partial derivatives, directional derivatives, gradient vectors, and differentials and linear approximations of functions of two or more variables.

### Assessment:

Each of the four full-time instructors teaching this course used problems from the Final exam for the assessment. One instructor used two exams as well as the Final. One instructor used three exams and the Final for this assessment, mentioning, for example, in applying Green's theorem this skill was required.

**Data:** Five of the eight sections were assessed. All four full-time instructors made comments.

### Summary Table of Assessment Results (indicate percent of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
Score	4	3	2	1	0
Percent (83 students)	48%	29%	14%	5%	4%

### Analysis and Interpretation:

77% of the students scored in the highest categories which indicates that students were well-prepared. Although some instructors stressed that this is a rather "mechanical part of

the course" where memorization can get students a long way. Nevertheless if part of the assessment requires application and interpretation of partial differentiation then some students faltered (23% were at levels 0-2.)

**Closing the Loop (Reflections on previous Recommendations):**

All of the responding instructors marked "N/A" in this category. Some instructors feel that the process of assessing SLOs in general is too non-uniform to be fully meaningful.

**Recommendations for Improvement:**

All four instructors commenting on this have different recommendations:

- 1.) Encourage other instructors to assess this SLO over several exams as well as the Final.
- 2.) Find more motivating applied problems in this area.
- 3.) Try another form of assessment, for example, a take home exam, or an in class worksheet.
- 4.) Use online software (like WebAssign) more extensively.

**Resource Needs:**

Most instructors mentioned the need for more competent Math 5C tutors. One instructor felt it would be useful to create mathematical models that would allow students to see the actual constant slices needed to compute partial derivatives, as well as the direction of the gradient vector. One instructor desired texts that contain more applied problems related to this SLO.

**Course number and title: Math 007A Mathematical Analysis 1**  
Spring 2015

**SLO number and text:** SLO #2 Manipulate algebraic expressions at the level appropriate to the course.

**Assessment:** Instructors used problems on tests, quizzes, and final exams, relating to the manipulation of algebraic expressions.

**Data: 16 of 20 sections were assessed**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (392 students)	26.8%	32.9%	21.7%	11.0%	7.7%

**Analysis and Interpretation:**

With nearly 60% of assessed students scoring in the 4 and 3 range, we can cite various items for success, and make them suggestions for improving low scores:

- Use a wider variety of assessment tools.

- Open book and notes quizzes
- Encourage students to work together to promote student-to-student learning
- Provide more classroom practice time to pinpoint students' conceptual errors
- Have students post their answers to classwork on blackboard

In general, our results may be attributed to some very dedicated students in the class that did well. The ones who did poorly were often uncommitted. It appears that students rely heavily on homework, but spend less time reviewing class notes. Students came into the course with different sets of skills and conceptual learning of algebra. In some cases the deficiencies in algebra hindered students' mastering the use of algebra in trigonometric functions.

### **Closing the Loop (Reflections on previous Recommendations):**

This area of analysis is becoming increasingly relevant in our department. In future assessments we will be reflecting more deeply on the areas of previous recommendations.

### **Recommendations for Improvement:**

Uniform application of the assessment tool would improve the reliability of results. We are currently working on standardizing the SLO assessment for all math courses in our department.

Some other items we can implement to raise scores are:

- Engage students more aggressively in lectures
- Assess students more than one time might, and with more variety of questions
- Make rubric less general, more specific
- More carefully monitor students algebra misconceptions and conceptual shortcomings during the semester
- Encourage students' skills in using the textbook or the Internet as a resource.
- Develop a rich learning community via online discussion boards
- Host "Lunch and Learn" sessions where we as instructors can discuss SLO assessment results and share ideas about how to improve our teaching
- Continue to make mathematics "cool" with campus community events, such as our extremely successful Pi Day

### **Resource Needs:**

Student understanding and retention would greatly improve if we provided more tutoring outside the classroom.

**Course name and number:** Math 7B Mathematical Analysis II  
Fall 2014

**SLO number and text:** 1 Students will be able to work with expressions and solve equations involving trigonometric functions.

**Assessment:** There is an assessment tool available for this SLO. The one reporting instructor used non-specific test and quiz questions.

**Rubric:**

4. Student applies the correct techniques or concepts consistently, and makes no calculation errors.
3. Student applies the correct techniques or concepts correctly, but makes minor errors in calculation.
2. Student applies the correct techniques or concepts correctly, but has consistent major calculation errors or student's approach contains flaws that may not lead to the correct solution.
1. Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts.
0. No real understanding of the task is demonstrated.

**Data:**

Score	4	3	2	1	0
Percent (113 students)	22.1%	30.1%	18.6%	24.8%	4.4%

**Analysis of Results: (5 of 11 sections were scored; 270 students enrolled plus 25 students NS)**

With less than 50% of 7B classes assessed, and only ONE instructor giving any input validity can be questioned. Participation is an ongoing problem.

As to the results obtained, only 52.2% of students scored in the 3s and 4s; which is comparable to the last report. These results, though not a reliable with no additional information, would indicate that students have difficulty in this very important area. Reasons for this might include insufficient preparation with functions and equations in pre-requisite courses.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations include increasing participation levels and developing a common assessment. The common assessment tool was created as a guide, but it is not required that tool be used. It was also suggested that possibly restructuring the course could help improve results. A committee is in place to look into these matters. Also, it was suggested that the SLO statement should be revised, as it is compound, and "work with" is quite vague. This has not been addressed.

**Recommendations for Improvement:**

The most fundamental change which needs to be addressed, in terms of process, is that participation of faculty members must increase. Without data and instructor input the process is meaningless. Perhaps more training or an incentive program would help in this area. The rubric and assessment tool adequately assess the SLO, but as stated previously, the SLO may need to be re-written.

No recommendations in terms of pedagogy or course content will be made at this time due to the fact that there is not enough data to draw any legitimate conclusions.

**Resource Needs:**

Continued tutoring support.

Spring 2015

**SLO number and text:** SLO #2 Analyze and graph parametric and polar equations, and convert these to and from Cartesian coordinates when appropriate.

**Assessment:** Instructors used problems on tests, quizzes, and final exams, relating to parametric and polar equations.

**Data: 9 of 13 sections were assessed**

How many students were assessed? What percent scored 4, 3, 2, 1, 0?

Score	4	3	2	1	0
Percent (169 students)	15.4%	30.2%	24.3%	17.2%	13.0%

**Analysis and Interpretation:**

With nearly half of the students assessed scoring 3 or 4, there is clearly some source of positive motivation in our classrooms. In our department, instructors are encouraged to draw students into active discussion during lectures. It is particularly advantageous when the successful students participate, as they encourage their peers to do the same. When significant numbers of students engage, everyone prospers.

On the other hand, with fewer than half of the students assessed scoring 3 or 4, there is need of improvement. In particular, the area most in need of improvement is in analyzing/manipulating/converting between polar and rectangular form.

This could be because these results are based upon too few assessments. Another factor may be that students with strong algebraic skills in the prerequisite (Math 007A) can essentially fail the trigonometry portion of the class and still move on to Math 007B. This may be a design flaw in the Math 007A/007B sequence. However, you could almost argue this about any concept in any class. Perhaps starting portions of trigonometry the first day of Math 007A, and carry it through the entire semester would strengthen retention levels.

**Closing the Loop (Reflections on previous Recommendations):**

This area of analysis is becoming increasingly relevant in our department. In future assessments we will be reflecting more deeply on the areas of previous recommendations.

### **Recommendations for Improvement:**

Consistent application of the assessment tool would improve the reliability of results. We are currently working on standardizing the SLO assessment for all math courses in our department.

We might consider having students designing the class problems for the SLOs as a project.

Another good idea would be to encourage shared techniques among instructors. Knowing successful strategies used by other faculty members would profit all instructors.

To improve trigonometric proficiency in our incoming students we could perhaps provide a supplemental trig packet in prerequisite Math 007A to be completed throughout the semester, in small portions at a time.

Perhaps we could compute separate grades for students' algebraic and trigonometric performance. Then we would only allow students to move on if they demonstrate proficiency in both portions of the course.

### **Resource Needs:**

Technology and tutoring. We generally need more tutors. Increased access to computer software could enhance students' understanding of polar graphs and parametric curves.

**Course name and number:** Math 9 Precalculus  
Fall 2014

**SLO number and text:** 1 Solve equations and inequalities by applying the definitions and laws of algebra, and performing fundamental algebraic operations.

**Assessment:** Both of the instructors reporting said they based the assessment on two problems from the final exam and additional problems from previous exams.

### **Data:**

Score	4	3	2	1	0
Percent (84 students)	31%	32.1%	22.6%	11.9%	2.4%

**Analysis of Results: (2 sections were scored; 181 students enrolled; 12 students NS)**  
Of the 84 students who were scored, about two-thirds tested in the highest two categories which would indicate that these students achieved the SLO to the degree that they will be

able to move on to Calculus and continue to be proficient there. For the other one-third of the students if they passed the class it is clear that they will probably struggle with these concepts in future courses. The students who scored at a level two are the ones for which this will be the most critical and it is these students who need to be brought up to the next level so that they can be successful in their next course.

**Closing the Loop (Reflections on previous Recommendations):**

One instructor mentioned that he had students turn in notes each day indicating which topics they thought were clear and which ones were not. He was able to use this information at the next class meeting to go back over material that the students were having difficulty with. This proved to be a very effective way to help students improve their understanding.

**Recommendations for Improvement:**

The SLO, rubric, and assessment tools are all good. More participation from other instructors would help to give a more meaningful and accurate assessment of all Math 9 students.

**Resource Needs:**

One instructor reported that many of the students who did poorly on the assessment also were not consistent in turning in homework. Some of these students might benefit from having more study space and tutoring available to them so that when they get stuck on a homework problem they could get help right away. We are hoping that when the new Math Center opens it will provide this opportunity for our students.

Spring 2015

**Course number and title:** Math 009 Pre-Calculus

**SLO #2:** Set up a model and solve application problems by applying algebraic concepts.

**Assessment:** Students assessed using final exam problems

**Rubric:**

Score Description

- |   |   |
|---|---|
| 4 | Student uses an appropriate model and arrives at the correct conclusion.                            |
| 3 | Student chooses an appropriate model but makes minor errors.  |
| 2 | Student chooses an appropriate model but makes major errors, or student's model is slightly flawed. |
| 1 | Student makes an attempt, but reveals serious flaws in their understanding of the concept.          |
| 0 | Student demonstrates no real understanding of the problem.  |

**Data:** There were five sections offered for Math 9 course, and two sections were assessed.

Score	4	3	2	1	0
Percent	41.07%	23.21%	14.29 %	17.89%	3.57%
(56 students)	23	13	8	10	2

### **Analysis and Interpretation:**

56 Students were assessed with 64% scoring 3 or 4.

a) This is satisfactory. Most students are well prepared for the class. Reason for poor performance for some students could be not having strong prerequisite skills and not having time to review prerequisite material.

b) We need to make a better assessment tool. We can create a quiz for a particular SLO, and ask instructors to use it for assessment.

### **Closing the Loop (Reflections on previous Recommendations):**

#### **Recommendations for Improvement:**

We need to

a) Hold workshops (Lunch and Learn) to share best teaching strategies.

b) Hold faculty development workshops to improve our teaching and learning pedagogy.

a) More students should be assessed. At this time only two out of five sections are assessed.

b) Perhaps removing some of the course content, instructors will have more time to review pre-requisite material.

c) We need to have more uniform assessment tool. We can create a quiz for a particular SLO, and use the same tool for the assessment.

#### **Resource Needs:**

a) We need better tutoring center, where tutors can provide good quality tutoring.

b) We need to have workshops to better train tutors.

### **Course number and title: Math 10, Linear Algebra**

Spring 2015

**SLO Number 2:** write cogent proofs, with clear justifications, of basic theorems, using direct applications of definitions.

**Assessment:** Most instructors gave at least one Proof type of problem on each exam, including the finals. Thus, this SLO was assessed around 6 times per semester.



**Data:** 4 of 6 sections were assessed

Score	4	3	2	1	0
Percent (out of 87	33%	48%	13 %	5%	1%

### **Analysis and Interpretation:**

Since 81% of the students scored either mastery or accomplishment, we would like to conclude that the majority of the student mastered at least the basic techniques for writing proofs in Linear Algebra. This is a difficult skill to learn, so the fact that most students performed well says that the method of instruction is effective in imparting this skill to the student. Some instructors make students memorize and write down definitions on exams. Some require the submission of specific homework problems involving proofs on a regular basis, comprising a significant portion (10%) of their course grade. Some incorporate a proof exercise over several groupwork sessions.

Asking students to write a proof on an exam is a valid way of assessing this skill. It is also appropriate and fair especially if the proof is one that the student has seen as an in-class activity or as a homework problem.

### **Closing the Loop (Reflections on previous Recommendations):**

This is the first time that this SLO is being assessed.

### **Recommendations for Improvement:**

The rubric should be rewritten because many proofs do not involve any computations, but rather, a logical progression of assumptions and conclusion that leads to the completion of a proof.

The instructors also suggest that the methods of instruction, as listed above, be incorporated in future classes, as they have been shown to be effective in making the student comfortable with the idea of writing a proof.

Some instructors indicated that they do not emphasize proofs in their instruction. This should be corrected in future course offerings and assignments. As a department, we have agreed that learning proofs is an important component of the student's training in Linear Algebra, and thus this should be a significant part of their learning experience.

The instructors want to make certain, though, that four-year institutions in the state (i.e. the UC's and Cal States), emphasize proofs in their lower division Linear Algebra class in the same way that we do at PCC. This can be confirmed by engaging professors in these campuses in dialogue, which would also hopefully lead to further improvements in our instruction.

**Resource Needs:**

We need funding for tutors to be adequately trained to guide a student through the understanding and the writing of a proof. As we have mentioned before, this is a difficult skill to learn, and it is even more difficult to teach this skill to another student without actually just doing the proof for them. Like all math activities, understanding and writing a proof is something that a student has to do for themselves, and so a well-trained tutor needs to walk a fine line between doing the proof for a student and guiding the student through the steps while letting the student perform these steps on their own.

**Course number and title:** Math 15, Math for Liberal Arts Majors.  
Spring 2015

**SLO number and text:** #2 Students will describe, organize and analyze data.

**Assessment:** The SLO was mainly assessed from questions on the final exam which included frequency tables, measures of center, and the normal distribution.

**Rubric:**

- 0 Student makes no attempt to calculate or interpret descriptive statistics\*
- 1 Student makes a weak attempt to interpret descriptive statistics\* with no real understanding of the concept.
- 2 Student makes a reasonable attempt to interpret descriptive statistics, but reveals serious flaws in their understanding of the concept.
- 3 Student correctly interprets descriptive statistics\*, but makes frequent errors in calculation.
- 4 Student correctly interprets descriptive statistics\* with minimal or no calculation errors.

**Data:** 2 of 3 sections were assessed

Score	4	3	2	1	0
Percent (51 students)	33.3%	29.4%	17.6%	13.7%	5.9%

**Analysis and Interpretation:**

There were only two full-time faculty teaching the course so the number of students assessed was only 51. The percentage of students who can correctly interpret descriptive statistics is about 62.7% (score 3 or 4). We would like to increase that number to at least 70% by next year. Some reasons for good performance may be the use of WebAssign where students could get immediate feedback on homework questions and watch videos specific to their questions. The opportunity for students to work in groups and do problems in class has been beneficial to students. Furthermore, the Learning Assistance Center had a designated tutor who worked well with students.

**Closing the Loop (Reflections on previous Recommendations):**

This is the first time Math 15 faculty created and all used the assessment tool for this SLO.

**Recommendations for Improvement:**

Math 15 instructors need to continue working together to create more consistency in the amount and depth of the material they teach. Also, the rubric for SLO #1 needs to be more specific.

**Resource Needs:** We have a need for Math 15 tutors. Throughout the semester, students do activities that require a computer, so increasing the number of computers for student use in our department would be beneficial to students.

**Course name and number:** Math 55 Differential Equations  
Fall 2014

**SLO number and text:** 1 Solve first-order separable and linear differential equations, and use these methods to solve applied problems.

**Assessment:** The assessment was based on students' performance on three final exam questions. Two questions involved solving initial value problems that were given and already set up and the third was an application problem in which the students had to set up the differential equation, identify the initial condition, and solve.

**Data:**

Score	4	3	2	1	0
Percent (22 students)	45.5%	36.4%	9.1%	4.5%	4.5%

**Analysis of Results: (1 of 2 sections were scored; 58 students enrolled; 4 students NS)**

Since only one class reported data, the results do not give a complete picture of what all Math 55 students learned this semester. For the class that was assessed the data were based on scores from 3 final exam questions which should be a reliable representation of whether students learned the material or not. More than 80% of the students scored in the top two categories so it appears that students became very proficient at this SLO by the end of the semester.

**Closing the Loop (Reflections on previous Recommendations):**

Some previous suggestions for improvement of data collection included more uniform assessments. This is now taking place with the "assessment tools" that have been developed. This should have made the assessments from different classes more uniform but since only one class reported any data, this was not an issue.

**Recommendations for Improvement:**

There is no data to comment on how other classes did on the assessment.

We need to have data from all instructors to make this more meaningful. To get full participation from instructors the college could hold a special "SLO flex day" at the end of each semester where teachers would be required to come and input their SLO scores.

**Resource Needs:**

A flex day to encourage more teacher participation in reporting SLO scores might help to improve the data. It would also give us a chance to discuss and analyze the data that we now have. Other resources like tutoring and work space for students in higher level courses have been mentioned before and we hope that the new Math Center which will open in another year will provide this.

Spring 2015

**Course number and title:** Math 55 Differential Equations

**SLO number and text:** SLO #2 Solve higher order constant coefficient linear differential equations and systems of differential equations and use these methods to solve applied problems.

**Assessment:** Each of the three instructors teaching this course used problems from the final exam for the assessment. Two of the instructors also included problems from previous exams.

**Data:** All 3 of the 3 sections of Math 55 were assessed.

Score	4	3	2	1	0
Percent (86 students)	35%	22%	26 %	15%	2%

**Analysis and Interpretation:**

57% of the students scored in the highest categories which indicates that they were well-prepared. This was attributed to extensive drills and a great deal of previous experience (from other exams, homework, and in-class work) with these types of problems. There were also 26% of students who scored at the 2 level. These are the students that could be brought up to the higher performance levels.

**Closing the Loop (Reflections on previous Recommendations):**

As instructors we are always reflecting on what worked and what did not in our methods of teaching and conveying concepts to students. We see definite improvements in performance as a result of these changes. Some of these changes included more in-class practice, drills, and take-home problems.

The college/division has not enacted any of the previous recommendations aside from developing the assessment tools for the SLO's. It was hoped that this would make the assessments more meaningful but because the process is still very non-uniform it is not really possible to compare different sections of a course.

**Recommendations for Improvement:**

This SLO combines too many different topics for the assessment to have any meaning other than to show which are the best students. Students that did very well on one part may have done poorly on another but the assessment only shows the average of their results which would put them in the middle category. If we are only interested in the average performance of the students (and not how well they did on a specific topic) then we only need to look at their overall grade in the course.

One of the best ways for students to learn the material is to practice problem solving. We try to give our students ample opportunity in class and outside to work with these concepts.

**Resource Needs:**

We need time and guidance on how to write good SLO's and how to make the assessment of them meaningful. It would be nice if the college could offer a conference or workshop on this.

It would also be helpful to have more time to reassess our curriculum and make sure that it is still meeting with the needs of the students. There is currently no computer component to this course but that might be a benefit to the students taking this course since they are nearly all pursuing studies in technical fields. A computer component to this course would be useful not only for numerical solutions but for studying the qualitative behavior of solutions as well.

A FLEX day devoted to activities of this type would be greatly appreciated.

**Course name and number:** Math 55H Differential Equations (Honors)  
Fall 2014

**SLO number and text:** 5 Solve classical problems in partial differential equations including boundary value problems.

**Assessment:** Formal examination, Numerical Simulations, and problem sets of the Heat Equation, 1,2,3-D mechanical wave equations, Schrodinger's Equation for the Hydrogen atom and introduction to tensor equations of Einstein's field theory.

**Data:**

Score	4	3	2	1	0
Percent (14 students)	42.9%	42.9%	7.1%%	7.1%	0%

**Analysis of Results:** (1 of 1 sections were scored; 14 students enrolled plus 3 students NS)

The results are valid. The students performed very well especially given the level of the material. This positive result can be attributed to a number of factors. First, this assessment was done towards the end of the course by which time they had grown and developed into the level that the honors course was trying to achieve. Though they all admitted that they worked their tails off they all said afterword's that they were very glad that they did. And that they especially liked the topics from modern physics and advanced mathematics that they had heard about but were never able to explore in previous math courses. Second, the concentration of a critical mass of liked minded bright young people who all *wanted* by choice to do *more* mathematics produces an environment where they felt good about asking deeper questions. They were not made to feel strange because they were the only one in the class who was deeply interested in the material or the only math major. Many requested that we go even *further* into the advanced topics that excited them like quantum mechanics and general relativity. It does not get much better than that and shows that our students are much more capable then is perhaps realized and that they will always rise to the level of expectations if encouraged.

**Closing the Loop (Reflections on previous Recommendations):**

They main changes from previous reflections was to go even further into the material. The students responded positively.

**Recommendations for Improvement:**

The SLO, rubric and assessment are adequate. Additional tutorial and computing's resources would greatly help.

**Resource Needs:**

Additional tutorial and computer resources would help improve the delivery of this advanced education.

**Course name and number:** Math 125 Beginning Algebra  
Fall 2014

**SLO number and text:** 1 Simplify expressions involving real numbers, at the beginning algebra level.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO

**Data:**

Score	4	3	2	1	0
Percent (188 students)	27.7%	38.3%	20.7%	3.7%	9.6%

**Analysis of Results: (10 of 41 sections were scored; 1340 students enrolled plus 68 students NS)**

I was unable to get a group of faculty together to discuss these results, despite this being our second highest-impact course.

Spring 2015

**SLO number and text:** 2: Factor polynomials at the beginning algebra level.

**Assessment:** Most of the respondents used a few problems from their final covering various types of factoring including GCF, difference of squares, grouping and trinomial factoring. Some used problems from the final in addition to a chapter test. One instructor stated he used “a specifically chosen problem”. None of the instructors mentioned the assessment tool so it is assumed they use their own problems.

**Data:** 19 of 35 sections were assessed.

Score	4	3	2	1	0
Percent (395 students)	28%	27%	25 %	15%	5%

### **Analysis and Interpretation:**

This is a very important SLO. Being able to factor polynomials is a necessary skill in all future math courses in the STEM track. Because of this, we would like to see a much higher percentage of students scoring in the 3 and 4 categories.

Nearly all instructors commented that students need to spend much more time practicing factoring. This is an area that requires much practice on the part of the students and can only be mastered with time. In general, students who performed well on this assessment were the same students who spent time doing the required homework and who also did well in the course as a whole.

As to the reliability of the results, we are improving in that area as more faculty members become aware of the assessment process. It would be preferable to have more faculty comments on action plans, however, since many of these courses are taught by adjuncts who do not have to participate in the assessment process, there are fewer instructor comments to work with.

### **Closing the Loop (Reflections on previous Recommendations):**

Last time this SLO was assessed, there was not much feedback given so it was suggested that more discussion and training regarding what type of faculty input would be helpful. Certainly this time there was more participation and feedback so we are on the right track. The one recommendation that was made last cycle was that students need more drill and practice, which many instructors commented that they had done. Clearly, more is needed.

### **Recommendations for Improvement:**

(Process)

Some faculty members commented that they will do assessment in different ways next time. Some suggested they would assess more often and another plans on using worksheets.

One instructor suggested that this rubric was difficult to use in distinguishing a “2” from a “3” since factoring is more of a process than a calculation.

(Pedagogy)

The consensus was that students need to be motivated to do more practice. Some suggested using online tools while others proposed more worksheets or time spent on in class practice.

Some faculty members who responded to this prompt had tried unique approaches such as arranging curriculum into units differently than the book. This particular instructor did not feel that method worked and will follow the book order next time. Another used a “double review” technique which proved successful.

(Programmatic)

Faculty members should be encouraged and supported to have discussions about what is/isn't working in their classroom

### **Resource Needs:**

The number one request by far: TUTORING. We need more tutors, with longer hours, more training and more space.

We need more math counseling for students. Many of these students would have benefited more from taking Math 250.

Faculty members need time to meet for the discussions necessary to discuss SLO assessment and to improve curriculum and pedagogy.

We have recently instituted a course coordinator system where one person oversees all the needs of a particular course (assessment, textbook, curriculum etc.) This is a very positive step. This program needs to continue and needs administrative support.

**Course name and number:** Math 131 Intermediate Algebra  
Fall 2014

**SLO number and text:** 1 Simplify nonlinear expressions.

**Assessment:** Problems on exams and/or quizzes requiring students to simplify nonlinear expressions. Some instructors used one-hour exams, some used the final exam, and some used a combination thereof. Though a common assessment tool was developed by some



department members, it was not widely used. There was also quite a bit of variation in the actual number of exercises that were used to assess the SLO.

**Data:**

Score	4	3	2	1	0
Percent (625 students)	17.8%	28%	29.4%	14.1%	10.7%

**Analysis of Results: (19 of 56 sections were scored; 1776 students enrolled plus 92 students NS)**

It is likely that these results are not reliable, due to the lack of consistency among the instructors. That said, the aggregate results are about what one would expect. This SLO is a large part of the course, so these results are not satisfactory. Acceptable results would be 55% of students scoring 3 or 4, while desired results would be closer to 70% of students scoring in this range.

Students who performed poorly with this outcome suffer from a lack of both prerequisite skills and motivation. As such, they performed poorly in the course as a whole. This is not a surprise to math faculty. One instructor suggested that Math 131 instructors get together to discuss strategies to address these deficiencies. However, there does not seem to be any sort of momentum in this direction whatsoever. Not enough comments were recorded to explain why the students who performed well did so, so that cannot be addressed in this report.

**Closing the Loop (Reflections on previous Recommendations):**

The recommendations made in previous assessment cycles have not been implemented. Interestingly, though, roughly the same percentage of students have earned scores of 3 or 4 each time this SLO was assessed.

**Recommendations for Improvement:** Since they have, by and large, yet to be implemented, and seem like solid recommendations, I will simply repeat those given in previous reports.

- a. Uniformity of assessment: The data will not be meaningful unless there is uniformity of the assessment. We should ask instructors to participate Common Assessment or Common Final to generate meaningful data.
- b. Curriculum: adding/removing course content, changing pre-requisites, etc.:

Many of our students, about 2/3 according to IPRO(?), are on Non-STEM path and need to take this course as pre-requisite for Statistics. However, there are contents of current Intermediate Algebra course, which are not essential for Statistics, and students do not learn them well and fail this course. We need to design an equivalent Intermediate Algebra course for Non-STEM students.

- c. Pedagogy: change course instructional methods, assignments, etc.:

To close the loop, we need to

- (1) Hold workshops after the Common Assessment to communicate and share and improve our teaching and learning pedagogy.
- (2) Hold workshops on how to have good class management.

- d. Student support: tutoring services, advising, etc.:

- (1) Students complained that the tutors in the tutoring center could not provide them sufficient time, and good quality of tutoring.
- (2) We should have a better selection process and training for the tutor.
- (3) We should also look for alternate and effective and reliable tutoring recourse outside campus.
- (4) We may consider having volunteer tutoring system with some supervision which students can earn community service hours while serve other students.

- e. Faculty support: professional development

We should hold regular faculty development workshops on

- (1) Curriculum design
- (2) Learning from Conferences sharing
- (3) Effective pedagogy
- (4) Helpful technology

- f. Revision of SLOs

We need to regularly review our SLOs to make sure it aligns with that of high school and CSU and UC system.

The assessment tool should be revised, and more students should be assessed. Students should be given more opportunities to demonstrate this skill. It would be helpful for Math 131 Instructors to have an opportunity to share how they teach this material, and what is most effective in their classes with other Math 131 instructors. Removing some content for deeper coverage of concepts would be beneficial. Saturday tutoring hours would help students who can't come to instructors' conference hours during the week.

Generally speaking, we feel we should find a way to get more uniformity across the many Math 131 sections.

### **Resource Needs:**

Can you identify any resource needs based on this assessment cycle?

Spring 2015

**SLO #2:** Solve nonlinear equations and inequalities.

**Assessment:**

Faculty used a combination of assessment techniques, including pertinent problems in homework, quizzes, and tests. Many faculty reported assessing multiple times throughout the semester; most faculty gave the most weight to pertinent problems on the final exam. The questions often came from or were similar to ones found on the Common Final Exam for Math 131, created by a team of faculty.

**Data:** 32 of 52 sections were assessed

Score	4	3	2	1	0
Percent (771 students)	17.9%	26.1%	30.1 %	17.2%	8.7%

**Analysis and Interpretation:**

Faculty felt the assessment methods were valid because assessment happened often and questions came from consistent sources. Some faculty pointed out lack of effort on homework as a reason for poor performance. Various faculty efforts to support student learning, such as increasing the weight of homework on overall grade and holding additional optional review sessions did not have the desired effect. Also, some faculty indicated that the pool of questions from which we had to choose were perhaps more difficult than necessary.

**Closing the Loop (Reflections on previous Recommendations):**

Many faculty who responded to this prompt tried unique approaches and were candid about the results. Starting to expose students in a low-pressure way to logarithms early in the semester proved to be a successful tactic. Also, giving daily quizzes helped students to stay on track with the material. One faculty member tried a more graphing-centered approach to 131, which on the first try did not go as well as expected; another faculty member had similar results when first trying to front-load word problems. One salient suggestion was to have students make up problems similar to ones for which they are responsible on assessments; also, faculty placed great importance on being able to correctly identify the various types of equations.

**Recommendations for Improvement:**

Faculty stated that this SLO is large and encompasses some difficult concepts. Many pointed out that we should have a uniform assessment (or collection of assessments) that all Math 131 instructors be required to use. We suggest balancing computational and conceptual questions on assessments, to encourage deeper understanding of the material. Also, incorporating technology can help support student success. Many faculty emphasized

the importance on taking time for classwork, being more engaging in lectures, and having students do group work and board work in class.

In a follow-up meeting for this report, we discussed having monthly curriculum redesign meetings for Math 131.

### **Resource Needs:**

Faculty overwhelmingly suggested the need for more tutoring resources available to students. Our tutoring centers are saturated with students seeking help in math courses, especially a heavy-enrollment course such as Math 131. Another way to address this issue while conserving resources is to hold weekly problem-solving seminars, emphasizing known problem areas. Other suggestions included obtaining calculator sets for the faculty to lend to students in class and encouraging students to be critical thinkers with the help of supplementary texts. Several faculty decided that work from publisher software packages should be mandatory. They had tried making it optional, but the students who would have benefited more from it did not end up using it. To that end, another resource suggestion was to increase availability of computer labs for classroom use.

**Course number and title: Math 141 Survey of Mathematical Ideas**  
Spring 2015

**SLO number and text: 2.** Apply statistical methods to collect, organize, analyze, and interpret data.

**Assessment:** One professor assessed using statistic questions on the final exam. There was not a common assessment tool created for this SLO yet.

**Data:** 2 of 3 sections were assessed. Sixty students were assessed on SLO 2. (Another 22 students were assessed on SLO 1). Of the 2 sections assessed, one was taught by a full-time instructor and the other by an adjunct. The third section, which was not assessed, was taught by an adjunct instructor.

Scores on SLO 2:

Score	4	3	2	1	0
Percent (60 students)	16.7%	60%	16.7 %	5%	1.7%

### **Analysis and Interpretation:**

Over  $\frac{3}{4}$  of the assessed students scored 3 or 4. And less than 7% of the students scored 0 or 1. While there is always room for improvement, professors of this course were pleased with these results. In general, students find statistics at the level of Math 141 easier than other topics in this course. In Math 141, we are simply setting the foundation for students to move onto Statistics 50. Thus, these concepts are still quite basic, as Math 141 is a non-transferable level math course.

A common assessment tool was not used. Instructors assessed this SLO based on their own interpretation of the SLO and course objectives.

**Closing the Loop (Reflections on previous Recommendations):**

There has been discussion the past couple of years as to whether this course will be discontinued. The math division has created Math 250 and Math 150 which also address this specific SLO and lead into Statistics 50. Those courses have incorporated technology and labs to further students understanding of the use of statistics, even at the introductory level.

Should Math 141 continue to be taught, 141 faculty will need to use a common assessment tool for this SLO and perhaps also incorporate technology in the teaching towards this SLO.

**Recommendations for Improvement:**

Consistent application of an assessment tool would improve the reliability of results. Professors currently using technology could assist or train those needing to incorporate it into their class.

**Resource Needs:**

Tutors for Math 141 are needed. Recently, tutors have been trained to tutor Math 450, 250, and 150. Usually, with this training, tutors are also capable of tutoring Math 141. However, there still does not seem to be enough tutors around campus capable of tutoring Math 141.

In teaching the statistics component of Math 141, it would be helpful to have more computer labs or laptops available more often for entire class sessions.

**Course number and title: Math 150 Quantitative Literacy II**

Fall 2014

**SLO number and text:** 1. Have a broader understanding of the field of mathematics as it applies to their lives and will have a more developed appreciation of their process of learning mathematics

**Assessment:** We used pre and post surveys that gaged students understanding and appreciation of the usefulness and their learning of mathematics.

**Rubric:** No rubric was needed. The data was analyzed by a Statistics Graduate student as UCLA.

**Analysis and Interpretation:**

Our students showed a dramatic increase in all categories. We believe this is due to the incorporation of many activities directed towards metacognition and study skills as they relate specifically to learning mathematics. And due to the fact that all the curriculum is based on real world uses of mathematics.

**Resource Needs:**

- In order to continue this success we need resources to continue training faculty new to the course in the pedagogy, metacognition, growth mindset, and reading apprenticeship.
- To expand our offerings we will need more classrooms equipped with laptops and desks or tables that are large and stable enough to safely hold the laptops.

**Summary:**

This year we received BSI funds to continue the PD for faculty new to the course. We also received Equity funds to purchase more computers and other class supplies needed for other activities. (Math 150 does a much better job closing the equity gap than Math 131)

Faculty continue to enjoy teaching this course. They often comment on how much they enjoy the opportunities to discuss ways to improve what is going on in their classrooms with each other.

Spring 2015

**SLO number and text: #2 Use critical thinking to solve problems in a variety of contexts using the tools of mathematics, including technology and modeling, at the Intermediate Algebra level**

**Assessment:**

We assessed based on parts of the midterm, probability exam, final exam, and home buying project.

**Rubric:**

Score	Title	Description
4	Mastery (Gets it!)	Student applies the correct techniques or concepts consistently, and makes no calculation errors. Draws good conclusions.
3	Accomplished (Mostly gets it!)	Student applies the correct techniques or concepts correctly, but makes minor errors in calculation. Mostly draws correct conclusions, but they might be vague or slightly off.
2	Adequate (Kind of gets it)	Student applies the correct techniques or concepts more often than not. May contain minor errors in calculations. Draws poor conclusions or few conclusions.

1	Developing (Trying to get it)	Student makes an attempt, but reveals serious flaws in their understanding of the concepts. Draws incorrect conclusions.
0	Inadequate	No real understanding of the task is demonstrated.

#### Data:

Score	4	3	2	1	0
Percent (218 students)	28%	25%	25%	17%	5%

#### Analysis and Interpretation:

- This course is highly coordinated. We follow the same teaching schedule and give common quizzes and tests. This makes the data more reliable than most courses.
- Using various types of questions in different context was helpful. Students had many opportunity to show their skills. If they didn't understand one situation, they could try it in another.
- Students who scored low were not adequately prepared. During group work these students generally let other students do the work and they did not participate well in the discussions.
- Since the SLO was assessed three separate times I feel there is a good amount of data. However, I believe assessing critical thinking in a real sense is quite difficult when it's hard to pin down exactly what critical thinking means.

#### Closing the Loop (Reflections on previous Recommendations):

- We think the students are frequently assessed throughout the semester with weekly quizzes that encourage them to be current on material. Also, the format of the class is designed to help students become better thinkers. By immersing them into the content and modules in a problem based learning idea, they are able to see the relevance of the material and able to develop their critical thinking and be able to use critical thinking to solve problems in a variety of contexts using the tools of mathematics, including technology and modeling.
- One idea we have had is demoing some reading apprenticeship ideas thru video. Access to Lancerpoint and being able to work with Lancer Lens to create these videos would be a resource we would require. **This comment was acted on. We now have SLAM TV videos that introduce all our major topics. The current students and faculty find these videos very helpful. We might need to make more in the future as our content is modified.**
- We did rewrite our SLOs for this course based on our discussions at our end of term wrap up that was attended by all teachers who taught the course in SP 2015.

#### Recommendations for Improvement:

- We think we can improve our students' critical thinking abilities by improving their reading. Many times, students have difficulty deciphering what the question is asking and this makes it difficult for students to answer the question. This idea of reading a problem and figuring out which technique to use is a critical thinking idea that is vitally important for success in STAT 50. **We have incorporated more Reading Apprenticeship activities this (Fall 2015) semester.**

#### **Resource Needs:**

- To expand our offerings of this course we will need more classroom sets of computers for the lab portion.
- More professional development on Problem based learning, teaching and assessing critical thinking, and Reading Apprenticeship. We need stipends to pay adjuncts to attend these PD opportunities.

**Course number and title:** Math 250 Quantitative Literacy I  
Spring 2015

**SLO number and text:** 2. Think critically and reason quantitatively at the Beginning Algebra level

**Assessment:** Instructors assessed this SLO by examining their student's performance on take-home and in-class assessments such as classwork, homework, chapter tests, quizzes, and the final exam.

**Data:** Six sections of Math 250 were offered and all six sections were assessed in Spring 2015.

Score	4	3	2	1	0
Percent (123 students)	24% (29)	35% (43)	27% (33)	12% (15)	2% (3)

#### **Analysis and Interpretation:**

It is promising that 59% of the students assessed achieved a level of accomplished or higher and that, overall, 86% of students performed at an adequate level or better on "thinking critically and reasoning quantitatively". Based on the feedback provided by different instructors, time on task seems to be the key to their success; visiting the same type of problem throughout the semester helped students retain the information better than having students practice the skill in only one section. These results are valid because the different sections were highly coordinated and all the homework and tests were common. We could improve the validity even more by agreeing to use common assessment tools in the future.

#### **Closing the Loop (Reflections on previous Recommendations):**

This is a new course, so this was the first time we assessed this SLO. There were no changes to be made based on previous SLO assessments. But, based on the instructors who preemptively tackled this issue, having students focus on the general strategies and



providing greater opportunities to practice these skills seems to make a difference in their student's performance.

**Recommendations for Improvement:** This SLO should be revised. We should use a common assessment tool. We are satisfied with the results and will strive to maintain these results.

**Resource Needs:** Since students cannot always make it to our instructor's office hours, it is very important that they have high quality tutoring available to them. To this end, funding to properly support the tutoring we provide our students is critical. Since a lot of our tutors have not done some of the topics we teach our students, it is also important to offer instructor lead workshops to educate our tutors; this may require funds for the instructors and or the tutors. Likewise, faculty new to the course need to be trained in the pedagogy and content of the course, so funding for professional development is also crucial to expanding the number of sections we can offer.

**Course number and title:** Math 330, Skills for College Success in Elementary Algebra Spring 2015

**SLO number and text:** 2. Work successfully on elementary algebra level projects with fellow students both in and out of the classroom.

**Assessment:** In-class activities: linear correlation and regression of linear measurements of heights of various objects. Open-ended DRT problem as a class project.

**Data:** 1 of 1 section was assessed

Score	4	3	2	1	0
Percent (27 students)	15%	11%	33 %	33%	7%

**Analysis and Interpretation:** There are too many students who scored below 2 (41%). Some students don't take this class seriously enough because it's a support class. Adding to that mentality, this class is Credit/Non Credit. In addition, these problems are unlike math problems students have previously encountered in that they are open-ended.

**Closing the Loop (Reflections on previous Recommendations):**

This is the first time that we are aware of that this SLO analysis has been conducted for this course.

**Recommendations for Improvement:**

Students would benefit if instructors of this course employed scaffolding techniques when presenting non-traditional class projects. In addition, this course is primarily part of the Math Path program. Math Path students meet for long hours four or five days a week. The

timing of this course influences student performance. We recommend that this course is scheduled four days a week instead of twice a week.

**Resource Needs:** This course requires close collaboration with the co-instructor. Time and space for frequent collaborative meetings would be helpful. Also, time and space for training of future Math Path instructors would greatly benefit students. The loss of a Math Path tutoring space has impacted students negatively. Money for such a space and tutors would be very helpful

**Course number and title:** Math 331, Skills for College Success in Intermediate Algebra Spring 2015

**SLO number and text:** 2. Work successfully on intermediate algebra level projects with fellow students both in and out of the classroom.

**Assessment:** In-class activities: test review using the Jeopardy game, measuring the period of a pendulum to determine its length using the square root function.

**Data:** 4 of 4 sections were assessed

Score	4	3	2	1	0
Percent (92 students)	25%	20%	21%	27%	8%

**Analysis and Interpretation:** Even though 45% of the students scored at an acceptable level, we would like to see these numbers improve. These activities provided opportunity for the students to bond and collaborate, which is a primary goal of this and all Math Path courses; success in Math Path is closely tied to students working together both in and out of class.

**Closing the Loop (Reflections on previous Recommendations):**

This is the first time that we are aware of that this SLO analysis has been conducted for this course.

**Recommendations for Improvement:**

Students would benefit if instructors of this course closely monitored in-class activities and required students to stay on task. More structure during these activities would promote this outcome. In addition, this course is primarily part of the Math Path program. Math Path students meet for long hours four or five days a week. The timing of this course influences student performance. We recommend that this course is scheduled four days a week instead of twice a week.

**Resource Needs:** This course requires close collaboration with the co-instructor. Time and space for frequent collaborative meetings would be helpful. Also, time and space for training of future Math Path instructors would greatly benefit students. The loss of a Math Path tutoring space has impacted students negatively. Money for such a space and tutors would be very helpful.

**Course:** Math 402 Pre-Algebra  
Fall 2014

**SLO # 1:** Perform operations on rational numbers, without the use of a calculator.

**Assessment:** Students were given a chance to demonstrate their knowledge of the targeted material via unit and final exam questions. Students were asked to perform all the mathematical operations on rational numbers without the use of a calculator. Some instructors even gave their students multiple problems over the course of two and three exams in order to better assess their performance.

**Data:**

Score	4	3	2	1	0
Percent (60 students)	45%	18.3%	18.3%	11.7%	6.7%

**Analysis of Results: (3 of 14 sections were scored; 420 students enrolled plus 16 students NS)**

The data was acquired from three of the fourteen sections which may lead to some speculations to its validity. As stated above, the instructors asked students questions directly pertaining to the SLO; to perform the mathematical operations on rational numbers.

However, with only 14% of the targeted population being scored, the sample size is quite small. In comparing these AAR results to those from 2012, which analyzed the same SLO, this sampling of students performed about 12% lower at the higher levels (3 and 4) but more scored at a higher level. In 2012, 38.7% of students scored at a level 4 compared to 45% scoring at the same level in 2014. Meanwhile 36.5% scored at level 3 in 2012 while only 18.3% scored at this level in 2014. This data seems to show a wide gap in the student's knowledge. However, it is important to note the only 60 students were assessed in 2014 compared to the 364 students assessed in the data evaluated in 2012. This may lead to the conclusion that the results are not reliable.

Considering that in 2014 63.3% of the students scored at a level 3 or 4, compared to 30% scoring at a level 1 and 2, it is fair to say that these results are good. Since this particular topic wreaks havoc for students in future courses such as chemistry and sequential math courses, I would not say that these are not acceptable results; although they are decent results. It would be nice to see at least 70% of students score at a level 3 or 4 on this SLO.

Historically, students underperform in math because of a lack of confidence in themselves as well as limited time management skills. From the 26.7% gap between students who scored at a level 4 versus those who scored at a level 3, I would conclude that there is a clear divide between the "haves" and the "have nots". The students who scored at a level 4 are comfortable with the material because they have practiced similar problems a lot. Unfortunately, many students tend to believe that they hate fractions and they will never be able to work with them. It is a math teacher's first job to try to break down the wall of "I

can't do this." Add to this the tendency humans have to procrastinate and you have a typical basic skill math student. The good news is that many support courses like College 1, Counseling 11, and the support classes that come paired with MathPath courses are teaching students the importance of skills, such as time management, that will serve them well in subsequent semesters.

### **Closing the Loop (Reflections on previous Recommendations):**

Previously, the 2012 assessment of this SLO mentioned the alternate track that was being developed for non-STEM students. That track is now in place and has administered courses for 4 semesters. Because of this, many of the Math 402 students that are now being assessed are those who selected the STEM path—of course, some students who take Math 402 do so because they cannot enroll in the Non-Stem classes. Taking this into account, it might explain why more students scored at a level 4 in 2014 as opposed to the much larger sample assessed in 2012. Since more students performed at a level 4 I would say that the new path did have the desired effect. Unfortunately, there are too many variables to be able to make the direct connection from the introduction of the non-stem path to the increased number of students performing at a level 4 in Math 402.

### **Recommendations for Improvement:**

This SLO is more specific than most and even though many different problems may be administered by faculty, they will be very close in type, making it good for comparison of data. I do not believe the SLO should be revised.

The assessment tool itself was recently developed in the Spring of 2015. The tool itself has a variety of sample problems offering a variety of levels of difficulty from adding simple fractions to more complex ones. It is not clear yet if it should be revised.

Continued efforts to hold noontime workshops are underway. These have proven in the past to generate good discussions as well a broader sense of what our students are seeing at different levels from different instructors. I would recommend that a greater effort be made to so that faculty may attend these. The sharing of ideas might naturally result in better pedagogical styles, and thus, better teaching.

### **Resource Needs:**

In an effort to hold noon time workshops, instructors need proper space and time. The current college hour has been reduced to a few minutes due to classes ending as late at 12:15PM (which translates into instructors arriving to meetings around 12:25PM) and starting back up at 1:15PM (which has instructors leaving at 1:00PM to get equipment or materials set up).

The other resource that is desperately needed is a space for instructors to hold meetings. Since the opening of the homework center in R125, part time instructors have had the ability to hold office hours in that space. This has freed up the conference room (in R322) for its intended purpose. Unfortunately, this space seats 5 people (8 Max) and is very cramped at that. Thankfully, the new Math Center is underway and will provide faculty and staff with a 12 person conference room with room for additional seats. Hopefully the new Math Center will have sufficient funding to accomplish all of its goals.

Spring 2015

**SLO number and text:** 1 Perform operations on rational numbers, without the use of a calculator.

**Assessment:** Principally the final exam but also test questions and in-class problems. Questions required students to perform operations on rational numbers without using a calculator.

**Data: 11 sections** of 402 were offered and 3 were assessed.

Score	4	3	2	1	0
98	22%	18%	43 %	7%	9%

**Analysis and Interpretation:**

- Only 40% achieved a level of mastery which would indicate success in the next class, Math 125. Problems identified included a poor work ethic combined with poor comprehension. These students need not just to do their homework but to correct and analyze their mistakes when they make them. Another concern voiced was whether or not the placement of these students was appropriate.
- Those reporting felt the results were reliable because they came from various times in the semester.
- The discussion has to concern how to get students to do their homework, and then correct their mistakes.
- 

**Closing the Loop (Reflections on previous Recommendations):**

Regrettably, there were no previous recommendations, the fact of which prompts this present report.

**Recommendations for Improvement:**

1. Tie test taking to the completion of assignments, up to a given percent. This is part of the self-paced Aleks program and needs to become part of the general pedagogy for all courses.
2. Require students to correct their tests errors once they have been graded and returned as part of the overall grade for the exam. They can consult tutors, the text, and their instructors etc. for help in fixing their errors. A small percentage can be added to their test grade, if the instructor so chooses to do so.
3. A variant of the above is to assign a pretest which must be completed and handed in before the regular exam is administered. Answers to the pretest are given with the exam, but the work must be shown and the exam should be at least 70% correct.
4. We need a way for students in 402 lecture classes to tie in to Aleks or some other program when it is determined that they do not meet the minimum expectations in a topic. We need the flexibility to send students to remediation in an efficient manner.

**What are performance goals for future assessment cycles?**

**65% scoring either a 4 or 3 in the SLO**

**Resource Needs:**

Can you identify any resource needs based on this assessment cycle?

If a student has not completed their assignments and cannot take the exam, a computer lab would be required for the administration of the exam once the student has shown the instructor h/she is ready for the exam. For remediation, we need a robust computer lab with the programs a student can use to obtain the proper remediation. A more robust tutoring center might help as well.

**Course name and number:** Math 450 Numerical Foundations  
Fall 2014

**SLO number and text:** 1. Perform operations on whole numbers without the use of a calculator.

**Assessment:** Briefly describe the assessment(s)/assignment(s) used to assess the SLO

**Data:**

Score	4	3	2	1	0
Percent (173 students)	31.2%	45.1%	16.8%	5.8%	1.2%

**Analysis of Results:**

The results given above are both valid and reliable since the students were assessed by the same tool (a common quiz testing a student's ability to perform addition, subtraction, multiplication, division, and the order of operations), and the number of students and sections assessed (8 out of 10 sections) was a large portion of the total number of students taking Math 450 in the Fall 2014.

With over 76% of the students scoring a 3 or 4, the results are satisfactory. A target of 80% of students receiving scores of 3 or 4 has been set for this outcome in the past, as this skill is essential in all future math courses.

The students who performed well most likely did so because they were given multiple opportunities to learn, practice, and perform operations on whole numbers without the use of a calculator. The assessment tool instructors used was a common quiz, given twice in the semester. After the first time it was given, instructors and students had the opportunity to see their weaknesses in the material and could focus on building up those skills. The students who did poorly most likely did so because they were absent often, didn't complete all their homework and thus missed practicing as much as they needed, and other personal issues that can contribute to a student failing a class.

**Closing the Loop (Reflections on previous Recommendations):**

Previous recommendations for improvement included spending more time on long division and assigning more long division practice sets. Both those suggestions were implemented in the common Math 450 teaching schedule. Another suggestion was to have specially trained tutors who are qualified to assist students in this course. That has NOT been done, and in fact the number of full time instructors teaching Math 450 (who share their office hours with students of adjuncts) dropped significantly this semester. Since many of the current Math 450 instructors are adjuncts and do not hold regular weekly office hours, many students attempt to go to the Math Tutoring Center for help. However, many of those tutors are not trained in how to help Math 450 students – our content is very different from other math classes. It would be beneficial if funds were provided to pay for more tutors and pay for instructors to train them.

**Recommendations for Improvement:**

The SLO does not need to be revised. The assessment tool was revised after our last assessment and is much better. The rubric, while not specific to the assessment tool, is understandable and applies to the tool well. Examples of how to apply the rubric were given to all instructors, so the rubric should have been applied consistently across all the sections. Currently, the rubric and assessment tool do not need to be revised.

We have no suggestions for the results, because they are awesome as they are.

**Resource Needs:**

Funding to hire and train tutors qualified in tutoring for this innovative course.

Spring 2015

**SLO number and text:** 1. Perform operations on whole numbers without the use of a calculator

**Assessment:** Most instructors used the common SLO#1 Quiz A and then Quiz B at the end of the semester. Others used problems from the final exam.

**Data:** Eleven sections of Math 250 were offered and eight sections were assessed in Spring 2015.

Score	4	3	2	1	0
Percent (177 students)	39% (69)	36% (64)	20% (36)	5% (8)	0% (0)

**Analysis and Interpretation:**

It is excellent that 75% of the students assessed achieved a level of accomplished or higher and that, overall, 95% of students assessed performed at an adequate level or better on “perform operations on whole numbers without the use of a calculator”. We recognize that this is 95% of the students assessed and does not reflect the number of students who dropped. Based on the feedback provided by different instructors, the reason the students

perform well is that fact that we continually revisit and practice this topic all semester long, both in and out of class. These results are valid because the different sections were highly coordinated and all the homework, SLO quizzes, and tests were common.

### **Closing the Loop (Reflections on previous Recommendations):**

There were no changes made, but that was because we had very similar successful scores.

**Recommendations for Improvement:** The SLO doesn't need to be revised, but the rubric should be revised, specifically to clarify what the difference is between a 2 and a 3. Since this SLO is testing whole number operations, there really aren't "minor" calculation errors. As a note, the SPOs were revised and order of operations and word problems were removed from this SLO and put under a new SLO. Thus, the assessment tool will be slightly revised to eliminate word problems and order of operation problems. We have no suggestions for the results, because they are awesome as they are.

**Resource Needs:** Since students cannot always make it to our instructor's office hours, it is very important that they have high quality tutoring available to them. To this end, funding to properly support the tutoring we provide our students is critical. Since a lot of our tutors have not done some of the topics we teach our students, it is also important to offer instructor lead workshops to educate our tutors; this may require funds for the instructors and or the tutors.

Likewise, faculty new to the course need to be trained in the pedagogy and content of the course, so funding for professional development is also crucial to expanding the number of sections we can offer.

Since there is a tremendous amount of paper homework and drill sets, having the department provide graders for each section would be incredibly helpful, not just to faculty but also to students since they would get better and more timely feedback on their homework.

**Course name and number:** Math 50 Elementary Statistics  
Fall 2014

**SLO number and text:** #1 Organize, describe, analyze, and interpret data through the use of statistical methods and research.

**Assessment:** Questions used were about frequency tables and measures of center, which tested students in their ability to organize and interpret data.

### **Rubric:**

4. Student is able to organize/summarize, describe and interpret data.
3. Student is able to organize/summarize, and describe or interpret data.
2. Student is able to organize/summarize data, but not describe nor interpret data.
1. Student fails to organize/summarize, but is able to describe or interpret data.
0. Student fails to organize/summarize, describe or interpret data.



**Data:** 6 of 30 sections were assessed

Score	4	3	2	1	0
Percent (128 students)	18%	27.3%	32.8%	14.1%	7.8%

### **Analysis of Results:**

Unfortunately, we cannot offer a strong validity of these results since only 7 of 30 sections have been included in this report. That is a 60% drop from the previous semester. We only have data for about 14% of the students in elementary statistics.

This said, in previous semesters we have set a target of 65% combined for 4s and 3s for all SLOs in addition to at most 15% for 1s and 0s combined.

Despite this limited reported data we still seem to have fallen short of our targets. Since it is such limited data it is not feasible to speculate on the reasons for this shortfall this semester. Nevertheless, it may be of great benefit to our transfer students to develop recommendations that can be implemented across all sections of Stat 50.

### **Recommendations for Improvement:**

For future terms we need to develop better practices in terms of reporting the assessments for all faculty so that we can achieve a higher and consistent standard of reporting data for each semester.

We need to encourage more instructors to assess their SLOs. With only 23% of the sections assessed we clearly fell short of our target of 70%. We need to send out a Stat 50 specific email reminding instructors to assess their SLOs.

We have already started to establish a pool of common assessments; In addition we need to develop more deep processing activities for students and performance tasks, use computer labs for stats activities to enable this deeper processing.

A Statistics project where students analyze real data and incorporate many of the concepts/ideas they have learned would help them prepare for the final exam and it would offer them an applied concept of the SLO. This project can be offered to all sections for a more enriching approach to the statistics course.

Maybe the integration of some more hands on applications can better bring these statistics topics to life.

### **Resource Needs:**

More computers and labs to work on various performance tasks as well as stat activities that could involve the use of Excel or some other kind of statistical program to analyze data. Classroom calculator set for in class computation when not in lab would be desirable.

Spring 2015

**SLO number and text:** 2 - Use statistical results to draw sound conclusions and make informed decisions.

**Assessment:** SLO was mainly assessed from questions on the final exam. Students were asked to set up hypothesis tests and interpret conclusions on p-value as well as inferring results on confidence intervals.

**Rubric:**

4. Student identifies the correct population parameter and chooses the appropriate method, with no computational and no conclusion errors.
3. Student identifies the correct population parameter and chooses the appropriate method with correct conclusion, but with major computational errors.
2. Student identifies the correct population parameter and chooses the appropriate method but provides an incorrect conclusion.
1. Student identifies the correct population parameter and chooses the appropriate method.
0. Student fails to identify the correct population parameter.

**Data:** 17 of 32 sections were assessed

Score	4	3	2	1	0
Percent (578 students)	31.8%	27.5%	25.1%	10.9%	4.7%

**Analysis of Results:**

With 578 students assessed, this spring semester 2015 we are now able to analyze scores for the highest number of students in comparison to the past 4 assessment cycles. This allows us to determine a more accurate analysis for the statistics course as well as achieve greater validity for recommendations.

Almost 60% of the students scored 3 or 4, which means that the majority of our students can identify the problem correctly as well as draw the correct conclusions, despite some calculation errors throughout the process. However, we still have good 36% of students, who despite of identifying the correct parameter still can't provide a sound conclusion to the problem.

The results are reliable since students were primarily assessed at the end of the semester specifically on the topic of hypothesis tests and interpret conclusions on p-value as well as inferring results on confidence intervals. Additionally, the response rate of 578 students offers a reliable enough sample to draw an accurate conclusion on the understanding of the students' performance for this specific SLO.

A desirable result for this specific SLO would be at least 65% success rate at a score of 3 or 4. Therefore, a reasonable goal for this Stat 50 course is ultimately have a consistent score of 3 and 4 for the majority of students for this particular SLO.

Even though many students were able to identify the appropriate hypothesis test, they lacked the ability to interpret and analyze the conclusion properly. This poor level of understanding resulted in the low scores. It seems students only try to memorize the steps instead of understanding the reasons for the interpretations.

**Closing the Loop (Reflections on previous Recommendations):**

Proposed recommendations from previous reports were:

1. Achieve a higher and consistent standard of reporting data for each semester.
2. Include projects to apply the concepts learned in lecture.

Closing the loop in terms of changes that have been implemented since last report:

1. The number of assessed students has increased from an average of 150 from previous terms to 578 students for this term.
2. The SLO, SPO, and CCO for stat 50 have been updated in order to address this issue of relating theory to applications. The use of technology will be a requirement as a tool to emphasize interpretation of conclusions rather than focus solely on calculations.

**Recommendations for Improvement:**

Regarding pedagogical changes, it may be helpful for students to have the option of watching videos on these topics, in addition to, the course lecture. With available videos, the students will have the option to replay the examples as many times as needed. Maybe the integration of some more hands on applications can bring these statistics topics to life.

The rubrics descriptions for SLOs need to be less ambiguous and therefore need to be updated in order to achieve a better norm among all the assessment of our students.

**Resource Needs:**

More computers and labs to work on various performance tasks as well as stat activities that could involve the use of Excel or some other kind of statistical program to analyze data. Classroom calculator set for in class computation when not in lab would be desirable. In almost every field of workplace use of technology is required. We are in charge to educate the managers and industry leaders who will be in charge of many employees. It has become imperative for our students to be exposed to technology early in their education, for they will need to perform various statistical tasks once they are out in the workforce. Students also benefit from tutoring services. Therefore, possible training sessions of our student tutors might help improve the quality of tutoring.

## Grading

### Formal Presentation Grading Sheet

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Presenter:

#### Grade Distribution

Area	Possible Points	Team Score
<b>Presentation Content</b>		
Presentation includes welding	5	
Presentation includes machining	5	
Presentation includes electronics	5	
Design process including rendering of the assembly	10	
Chassis ideas and design including rendering or sketches of the ideas	10	
Includes BOM of alpha unit	5	
Cost accounting of the project including the price of all the parts.	5	
Cost accounting of the project including manufacturing of the chassis	5	
Explain any negative outcomes including lessons learned in any section	5	
<b>PowerPoint Slide Quality</b>		
Ease of reading including appropriate text, animation and color combinations	5	
Facilitation of information flow	5	
Graphs and diagrams numbered and titled	5	
Correct in spelling, grammar and usage	5	
<b>Presentation Delivery</b>		
The speaker effectively presented without reading directly from personal notes or from the screen	5	
The speaker faced the audience, maintained eye contact	5	
The speaker spoke loudly enough and clearly	5	
The speaker avoided distracting gestures	5	
The team appeared to have adequate preparation for delivery of the presentation	5	
<b>Overall Presentation Grade</b>	100	

**Course number and title: MIT 101 Introduction to Robotics****SLO number and text:**

SLO 2: Evaluate empirical information to optimize manufacturing processes.

**Assessment\*:**

Students are provided with a set of technical drawings for a sample robot and instructed to model the parts in 3D modeling software first and manufacture them in machine shop and welding shop. Then, the parts were assembled to mount the electronics at the end. This unit was used as a prototype (beta unit), students gathered data and analyzed the processes and acquire skills needed to create their version during the second half of the course. Students presented their experience, data collected and evaluated along with the process (midterm project) they would adopt to create their own unit in the second half of class (final project).

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent 15	40%	20%	13%	7%	20%

**Analysis and Interpretation:**

Having teacher assistants in the design, electronics, machine shop, and welding sections definitely helped the progress of the project. Teacher assistant helped in different capacities. With the help of the teacher assistant, students were able to receive just-in-time feedback from having prototypes, have their questions answered while I was busy addressing other students. Instructors were able to speak to students one-on-one on the progress of their project and the class in general.

The way the rubric was defined and the class schedule is set up, helps students have the autonomy to work on their own pace and spend as much time needed on an assignment/session to achieve competency and get to the finish line. Instructors along with teacher assistants provide the support they need to accomplish tasks.

Students who achieved mastery tend to have great attendance record which I think made a huge difference in not constantly feeling lost and behind in their work.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Closing the Loop (Reflections on previous Recommendations):**

First assessment

**Recommendations for Improvement:**

Adopt course policies to help students adopt to the class schedule

Make the labs and equipment available to students outside of class time, so students have the opportunity to make progress when needed.

Provide assistance to students who are not comfortable with the presentation modes.

Provide tutorial for students to update their eportfolios.

Approvals and receiving the orders (material, tools, and equipment) on time to make sure class makes progress on time.

**Resource Needs:**

Lab and equipment – List is submitted prior to the semester.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: MIT 101 Introduction to Robotics****SLO number and text:**

SLO 1: Develop a project plan to implement industrial technology in manufacturing of electromechanical devices.

**Assessment\*:**

Students were guided towards preparing the electronics to mount on the chassis of the robot they designed in design section of the course through weekly lectures, assignments, and quizzes. Then students used their beta unit and assembled electronics to begin programming in the second half of the course. They were graded on completion of the path-following programs of the robot.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent 14	71%	0	0	0	4%

**Analysis and Interpretation:**

Having teacher assistant available during and outside of the electronics section helped the progress of the project at different levels of the process. Teacher assistant helped in different capacities from making sure equipment and tools were readily available to the students to help answer students' questions. With the help of the teacher assistant, students were able to receive just-in-time feedback, which helped them with their progress. The way the rubric was defined and the class schedule is set up, helps students have the autonomy to work on their own pace and spend as much time needed on an assignment/session to achieve competency and get to the finish line specially in the programming section of the course since it is the first time that majority of the students are being introduction to a programming language.

Students who achieved mastery tend to have great attendance record which I think made a huge difference in not constantly feeling lost and behind in their work.

**Closing the Loop (Reflections on previous Recommendations):**

First assessment of the SLO

**Recommendations for Improvement:**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Adopt course policies to help students adopt to the class schedule, which tends to be a problem in each morning sessions.

Make the labs and equipment available to students outside of class time, so students have the opportunity to make progress when needed. Provide assistance to students who need more help in comprehension.

Approvals and receiving the orders (material, tools, and equipment) on time to make sure class makes progress on time.

**Resource Needs:**

Lab and equipment – List is submitted prior to the semester.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: MIT 101 Introduction to Robotics****SLO number and text:**

SLO 2: Evaluate empirical information to optimize manufacturing processes.

**Assessment\*:**

Students are provided with a set of technical drawings for a sample robot and instructed to model the parts in 3D modeling software first and manufacture them in machine shop and welding shop. Then, the parts were assembled to mount the electronics at the end. This unit was used as a prototype (beta unit) and they needed to present their processes and 3D model of their beta unit and share their experience in the first half of the semester in all four sections of the course. They also need to provide a general first design ideas of the chassis which they will design and manufacture in the second half of the course.

**Rubric:**

Attached

**Data\*:**

Score	4	3	2	1	0
Percent 21	76%	0	0	0	23%

**Analysis and Interpretation:**

There is a noticeable change in the student performance of SLO 2 compare to last fall. Having teacher assistant available during and outside of the design section helped get students started on 3D modeling software. With the help of the teacher assistant, students were able to receive just-in-time feedback, and have their questions answered which helped them with their progress. Students did not feel lost during or outside of classroom. Students were given enough time to work on their own and discuss their work with peers and assess one another in the process, which helped them a lot with their own progress.

Students who achieved mastery tend to have great attendance record which I think made a huge difference in not constantly feeling lost and behind in their work – consistent every semester.

**Closing the Loop (Reflections on previous Recommendations):**

Same trends. It does seem that students perform better when given enough time to discuss and figure the designs and problems on their own and help of their peers.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Providing students their space and make facilities and help available to them to complete the task is effective.

**Recommendations for Improvement:**

Make the labs and equipment available to students outside of class time, so students have the opportunity to make progress when needed. Provide assistance to students who need more help in comprehension – has been addressed and made a positive impact on performance.

Approvals and receiving the orders (material, tools, and equipment) on time to make sure class makes progress on time – has been addressed and made a positive impact on performance.

**Resource Needs:**

Lab and equipment – List is submitted prior to each semester.

Teach assistant for each session of the course – design, electronics, welding, and machine shop.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

All music courses were assessed in this assessment cycle and all section SLO assessments are on file in the Division office.

This document is a summary evaluation of assessment subject areas which were divided and distributed to responsible faculty who are noted following each section.

[Note: a few course assessments were misfiled and were unavailable at the time this summary report was created. Those missing course assessments are noted below. They have been located and are on file in the Division Office]

Applied Music (8, 9, 17, 18, 20)

This semester the faculty assessed SLO #3. In each section the SLO relates to in-class comments and constructive criticism of each other's performances.

SLO #3:

8: Make constructive comments about the performance of others.

9A: Make basic constructive comments about the performance of others.

9B: Make insightful comments about the performance of others.

9C: Make in-depth constructive comments about the performance of others.

9D: Make insightful comments about the performance of others.

9E: Make in-depth constructive comments about the performance of others.

17: Make constructive comments about the performance of others.

### **Summary Evaluation:**

All 28 sections of these course sections were assessed giving us a very reliable picture of the assessment of these SLOs.

This SLO, relating to in-class discussion, covers one of the most important aspects of this class.

Collectively it appears that we are teaching this SLO very effectively with 100% of assessed students scoring “Adequate” or better and 80% of students identified as being “Accomplished” or having “Mastery” of the skills. This summary evaluation will be shared with all faculty who teach this course and the “Recommendations for Success” will be used to fine tune the already excellent work in teaching to this SLO.

### **Detailed Evaluation:**

There is a consistent approach to the **Method of Assessment** on this SLO: guided commentary following student performances aimed toward on developing techniques of focused listening and appropriately constructive criticism.

Percentages of assessed students

Score-->	4	3	2	1
	Mastery	Accomplished	Adequate	Developing
8	40%	20%	40%	0%
9A	41%	38%	21%	0%
9B	21%	50%	29%	0%
9C	43%	38%	19%	0%
9D	38%	50%	13%	0%
9E	38%	46%	15%	0%
17	100%	0%	0%	0%
Averages	41%	39%	20%	0%

Summary of comments:

*What was helpful in supporting success:*

Student experience, development of communication skills

Knowledge of specific music terminology and vocabulary

Development of a focused listening worksheet and masterclass

Faculty demonstration of constructive criticism

Progression through the ranks of these sequences courses (experience)

*What factors influence poor scores*

Inability to articulate listening experience

Shyness

Lack of focused listening skills

Lack of familiarity with musical styles outside of the student's area of specialty

Lack of appropriate specific vocabulary

*Recommendations for success*

Development of in-class focus, listening skills

Less experienced students follow the model set by more experienced students

Work with Instructor to help define focus of listening

Increased master class at beginning of semester

Students could practice this skill by seeing outside performances and have active discussions to gain knowledge and experience.

Music 18 – Individual Performance Skills

One section of this class, with a singular student was assessed. Details can be found in the individual section assessment.

Music 20 – Independent Project

One section of this class, with a singular student was assessed. Details can be found in the individual section assessment.

-Zac Matthews

Survey courses (7A, 10, 21, 23, 24A, 24B, 25, 28):

Survey courses in the Music Department cover GE classes on classical music, jazz, rock, African-American music, and world music. The group also includes Concert Music (Music 10), and Music History, designed for music majors, a course with Music Theory (1B) as its prerequisite.

Assessments from ten sections of eight different courses were available. A total number of 454 students were assessed. 9% of students showed "Inadequate" progress in the area assessed, while over 90% of students assessed showed at least "Developing" skills. (Mastery: 49%, Accomplished: 21%, Adequate: 14%, Developing: 10%.)

Some students' lacking success was due to lack of effort: Teachers reported students not completing the assessment or not participating in preparation efforts before the assessment was administered. Some other instructors also cited poor attendance and students' lack of interest in the subject as factors in their lagging development. In order to improve these statistics, teachers suggest that students begin work on their projects earlier, or maintain interest in the subject and keep up their attendance.

Overall, the assessments of the survey courses show that at the time the assessments were administered, the vast majority of students were making adequate or better progress toward meeting the learning outcomes set forth in the course outlines.

-Boglarka Kiss

Education (30, 32, 131, 135)

In the area of music education, only two courses were offered, and assessments were available only from one course: Music 30: Music for Early Childhood Education is missing. 13 students were assessed, and three

showed inadequate progress, while 62% showed Mastery, and 15% showed Accomplished outcomes. Per the teacher's report, students showing inadequate progress did not attend class, did not reach out to the instructor, and did not complete any of the required assignments.

Overall, the assessments for music education courses show that those students who do the work, are able to meet and exceed expectations set forth in the learning outcomes.

-Boglarka Kiss

Instrumental Techniques (15, 81, 83, 84, 85, 86, 87, 88, 112, 115, 116, 121)

Our instrumental techniques courses were all evaluated on their respective Student Learning Outcomes with varied results. Music 88 Beginning Strings Techniques and 87A Beginning Percussion Techniques had the highest percentage of students achieving Mastery and Accomplished level of the assigned SLO. Because these classes have all students on similar instruments it allows the instructor to focus on unified techniques.

The guitar Music 81 and 83 courses and the Music 85/86 Beginning Woodwind and Brass Techniques courses have a cross section of students that had more students achieving Accomplished and Adequate scores. Several factors can contribute to these varied scores especially within the Music 85/86 courses where multiple instruments with varied techniques are employed. All technique courses are skills based and require students to dedicate time outside of class sessions preferably on a daily basis. Inconsistent attendance also largely contributes to some students being scored in the Developing to Inadequate level.

Students who are diligent and attend class regularly tend to do better in these courses where techniques are taught in a systematic building approach. Each skill taught leads to the next skill in the chain.

Overall the scores reflect that enough students are achieving the desired student learning outcomes for each subject matter sampled. All assessments cite that students with Developing and Inadequate scores are attributed to poor attendance and work habits and not to the quality of the instruction. This is supported by the high number of students in every course achieving Adequate to Mastery scores.

-Kyle Luck

Piano (4, 34, 41, 42, 44 - 34 missing)

Piano courses in the Music Department include Keyboard Skills (004A, 004B, 004C, 004D), Jazz Keyboard Skills (034A) & Advanced Keyboard Skills (034B), First Year (041A) & Second Year (041B) Class piano, and Piano Accompanying (044).

Keyboard Skills (004A, 004B, 004C, 004D) courses are designed for music major students and with Music Theory (001A, 001B, 001C, 001D) and Musicianship (002A, 002B, 002C, 002D) as their co-requisite.

**Percentages of assessed students from 14 sections of seven different courses (4A, 4C, 41A, 41B, 42A, 42B and 44):**

Total number of students: 236

Mastery: 64.4%

Accomplished: 14.8%

Adequate: 8.5%

Developing: 9.3%

Inadequate: 2.1%



Overall, the assessments of the piano courses show that 97.9% of students assessed indicate at least Developing skills in the area assessed. The majority of students meet learning goals and expectations.

### **Summary of comments:**

#### **1. What was helpful in supporting success?**

- Emphasizing rhythmic counting before introducing piece
- Establishing a good foundation for fingering
- Establishing major and minor positions before introducing piece
- Teaching scales with patterns at keyboard versus using fingering charts
- Linking scales with solfège syllables
- Listening to classmates critically, evaluating accuracy of performance

#### **2. What factors influence poor scores?**

- Inconsistent attendance
- Inadequate preparation
- Lack of practice
- Inattentive students in class

#### **3. Recommendations for success?**

- Providing adequate funding for hiring piano tutor in Music Lab
- Making video recording of materials available so that students can compare their performances
- Offering office hours and tutoring sessions to students who may need

help as early in the semester as possible

- Offering class piano (4 and 41) in electric piano lab so that less class time is spent in maintaining class uniformity

-Jocelyn Chang

Commercial Music (45, 93, 94, 96, 117,129,144)

Commercial Music Classes:

The following courses have either not been offered in recent semesters or were offered and SLO assessments were missing. SLO assessments for these classes were unavailable for consideration in this analysis.

MUSC 045B INSTRUMENTAL IMPROVISATION

MUSC 093 THE MUSIC BUSINESS

MUSC 094 INTRO TO MUSIC TECHNOLOGY FOR MUSICIANS

MUSC 117 RHYTHM SECTION TECHNIQUES

MUSC 129A MUSIC IN MULTIMEDIA

Of the course SLOs that were available, few classes have multiple sections. Comments below address broad trends in this area of study, not trends between multiple sections of the same course. From the courses with SLO assessments available, several issues are clear.

Many students are demonstrating high levels of proficiency in SLO assessments and a common reason for success is given as detailed training and clear expectations. There are several areas that could be improved. There is a need for more accurate and thorough advising. In the upper-level production course one reason cited for students scoring lower in SLO performances is losing interest in the topic. In the mixing class the instructor notes that "students in [lower level categories] find that they become less interested in mixing as time progressed. As mixing is very detail oriented musical process students in these categories became less willing to master all aspects of classroom materials and concepts of the SLO." More thorough advising would help students understand what each

class entails and help students self-select for classes in which they will want to apply the requisite work to succeed.

Another trend that appears in SLO assessment in upper-level production courses is access to facilities. One SLO for 96B calls for students to demonstrate the setup and decoding of Mid / Side stereo recording. Students struggled with this SLO in large part because they lacked hands-on time using this technique. While there are mics and facilities in which students can practice this technique, more hands-on practice would help. Such hands-on practice requires more complex setups than are readily available to students in their projects. The same issue applied to students studying mixing. The waves plugins are currently unavailable in the teaching classroom and thus students get limited practice using the actual tools that they are expected to master. Steps have been taken to streamline access for students to the SSL console and to recording live rooms, but more work is needed to assure students gain access to necessary facilities and hands-on experience.

A final trend that emerged in the SLO's in this area is differing understandings of the term "Mastery." For several of the performance classes, students were called upon to "perform" in the course SLO's. Mastery in performance is a relative term. In MUSIC 171 A and B students scored low on "performance" SLO's and in MUSIC 57A students scored highly in performance related SLO's. The reason for the poor performance in one class was listed as "lack of experience" and training. Students entering a class like 171 A or B will likely not demonstrate mastery by professional standards in performance. In MUSIC 57A mastery in performance was construed as successfully performing at typical community college level and thus they scored much better. It is important to have faculty conversations about what level students are expected to perform at.

-Dan Cole

Theory & Musicianship (01, 02, 12, 35, 40, 101, 105)

### **Music Theory Courses: 1A, 1C, 36A, 40, and 101**

These courses encompass a range of theory courses, from introductory

music theory (101 and 40) to more advanced theory for music majors (1C) and Jazz-Pop Theory (36A). In this area, 5 courses were assessed, with data available for 7 out of the 11 sections of these courses. 163 students were assessed across this area. 136 (83%) students demonstrated an “adequate” or higher proficiency with the SLO assessed. More specifically, 68 (42%) demonstrated “mastery” of the SLO, while only 10 students (6%) were reported to be at an “inadequate” level of proficiency. Overall, the data shows that a high number of our students in this area are doing very well and are achieving the desired outcomes.

#### Summary of comments:

Teachers in this area reported that success was largely attributed to consistent and regular practice of technical processes. This was especially true of the more fundamental theory courses. Active engagement by the students in class, including student work at the board, was reported to correlate with success in SLO achievement.

In the fundamental theory courses (40 and 101), teachers reported that a lack of success in achieving the SLO was strongly correlated to poor attendance and inconsistent engagement with the assigned materials (completing homework).

With the more advanced courses (1C and 36A), a weakness relating to more fundamental skills (carried over from pre-requisite courses) inhibited success with more the difficult concepts. Teachers also reported that some students in our advanced theory courses had a difficult time retaining and executing the more involved and lengthy technical processes needed to achieve the SLO.

#### **Musicianship and Composition: 2A, 2C, 12, and 105**

In the skill-based area of musicianship and composition, 4 courses were assessed, represented by 5 out of 9 sections offered in this area. 106 students were assessed, and 90 (85%) scored at a level of “adequate” or higher. Specifically, a level of “mastery” was achieved by 50 (47%) of the

students, and only 6 (5%) were reported to show an “inadequate” level of proficiency on the SLO. This data indicates that our students are doing well in this area, with the vast majority achieving the desired outcomes.

#### Summary of comments:

In the composition and songwriting courses, teachers reported that success was largely attributed to exposure and in-depth study of literature (songs and compositions). Success in the musicianship classes was correlated to in-class singing of specific exercises as well as discussions about mindset (i.e., *how* to hear a chord, how a note *feels* in the context of the music around it).

Difficulty in achieving the SLOs in the composition courses was often related to a relative lack of previous experience with the raw materials of the course (i.e., English language fluency in the case of the song writing course, or wind ensemble literature in the case of the composition course, etc.). In the musicianship courses, the primary factor in students’ lack of success was related to poor practice outside the classroom, both in terms of quality and quantity. In the first-level musicianship course (2A), it was reported that some students were simply not ready (musically) for the pace of the curriculum or the rigor of the music major in general. In such cases, a remedial course (such as Music 40) may be appropriate and helpful.

#### Recommendations:

Students in the musicianship courses would benefit from more pointed, specific, explanations of how to practice the material outside of the classroom. Video demonstrations of the instructor at a piano, modeling how to practice the material, as well as trip to the Music Lab during a class, might prove helpful in achieving better practice results.

-Steve Gates

Medium & Large Ensembles (MUSC 56, 57B, 60, 61, 63, 64)

This semester, assessments from medium to large ensemble courses in the music department comprised of the Vocal Jazz Ensemble, Jazz Big Band, College/Community Orchestra, Marching Band, Concert Choir, Chamber Singers. Additionally offered this semester also were the Tournament of Roses Band, Guitar Ensemble, and the Jazz Guitar Ensemble, but data for these ensembles were not available at this time.

Among these 6 different ensembles, 251 students were assessed with the following breakdown:

Mastery: 144 (57%)

Accomplished: 52 (21%)

Adequate: 30 (12%)

Developing: 17 (7%)

Inadequate: 3 (1%)

Commonalities for students that lacked success lies in the students' lack of prior experience on their instruments and/or musical knowledge prior to joining the ensemble. Also, underdevelopment of their instrumental or vocal training also is a key factor for students falling behind in these ensembles. In some cases, poor attendance and lack of effort during rehearsals play a role as well.

Improvements in student success include pairing stronger students with weaker students, doing more active listening and practicing outside of scheduled rehearsals, getting help from other teachers (private instructors, older classmates, guest clinicians, etc.), and taking some music skills classes such as musicianship and harmony.

The overall assessments of students in medium to large ensembles show great success in the majority of students, with only a handful of students needing extra help.

-Henry Shin

## Small Ensembles

**Small Ensemble Courses (Musc 43, 57A, 57I, 70A, 70B, 70E, 70D, 74, 75-missing 38C, 53, 66, 67, 69, 70C, 76, 133E):**

Small Ensemble courses in the Music Department are an aggregate of courses comprised of performing musical groups involving two to twenty-five students. Ensembles can be categorized in a number of ways:

- ensembles that require or don't require a successful audition to participate
- ensembles targeting the collaborative experience necessary for music majors or ensembles that draw those with a general interest in music
- ensembles focusing on commercial/jazz musical repertoire or classical repertoire
- ensembles with or without a conductor

Small ensembles are a distinct group from large ensembles due the independent musical responsibility each member must take.

Assessments from nine different courses were available.

A total number of 132 students were assessed.

<b>Mastery</b>	<b>Accomplished</b>	<b>Adequate</b>	<b>Developing</b>	<b>Inadequate</b>
<b>28%</b>	32%	30%	10%	

**What do you think was helpful in supporting the students who succeeded on the designated SLO?**

- Faculty modeling
- Creating early deadlines for learning and/or memorization of music
- Grouping students of like abilities

**What factors may have influenced the students who scored poorly on the designated SLO?**

- Insufficient fundamental skills of learning notes and rhythms
- Students lack of independence and ensemble experience
- Students inability to efficiently and accurately practice to learn their music

**What suggestions would you recommend to help more students achieve success with the designated SLO?**

- Assessment taken later in the semester
- Matching students more carefully based on similar abilities
- Motivate individual practice skills and discipline with students
- Develop rehearsal skills with partner
- Higher faculty to ensemble ratio

*-Phillip Young*

Voice Techniques (71, 72, 73, 171)

**Music 71A** –Voice Techniques. Two of the three courses offered had assessments.

Student Learning Outcome assessed:

#3- Students will clearly describe elementary aspects of vocal technique including breathing and support, registers, resonance, clarity, focus and the healthy care of the vocal instrument.

Method of Assessment

Students completed a written quiz, which addressed items from SLO #3 above, as well as other topics integral to each student's success as a



vocalist.

The quizzes are graded on the percentage system, equated to the categories below:

Mastery= 90-100%

Accomplished=80-89%

Adequate=70-79%

Developing=60-69%

Inadequate= 0-59%

Total Students Assessed: \_\_37\_\_

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	18	8	5	4	2

### **1. What was helpful in supporting success?**

Completion of class assignments, which are submitted in class or submitted online. Frequent questions are asked by the instructor on pertinent information. Use of peer study groups to drill and reinforce concepts.

### **1. What factors influence poor scores?**

Lack of basic skills in reading, writing and language.

Incomplete or late homework assignments.

### **1. Recommendations for success?**

Use of learning center for help with grammar in written

assignments.

Utilization of take home assignments/quizzes in addition to in class assignments/quizzes which would allow students more time to polish their work.

Utilize music theory tutors, when available.

**Music 171A/B** – Techniques of Popular singing

(Both of these classes meet during the same class time)

Student Learning Outcome assessed:

#3- Perform in different musical styles such as Pop, R & B, Rock, Jazz, blues, Gospel and Country.

Method of Assessment

Analysis of student performances in the above musical genres.

Total Students Assessed: \_\_15\_\_

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>		1	2	12	

### **1. What was helpful in supporting success?**

There is a distinct correlation for the students

with prior musical background. Students that have some musical background were assessed as Adequate or Accomplished.

**1. What factors influence poor scores?**

There is a distinct correlation for the students with limited or no musical background. Students without some musical background were assessed as Developing.

**3. Recommendations for success?**

Students with poorer scores need to take concurrent courses and/or private voice lessons to gain some skills. This is a small number of students, it may not be possible to split the two levels, but I feel that it might benefit student success if the classes could meet at unique times.

**Music 72, 73A/B were NOT OFFERED this semester.**

-Brad Steed

## PCC Registered Nursing Annual Assessment Report

### 2014-2015 Academic Year

The registered nursing department faculty evaluated the outcomes and assessments of 14 courses during the 2014-2015 academic year. All of the faculty members scored their students in elumin using the following rubric designed to assess nursing competency-based outcomes in the registered nursing program.

#### Rubric: Nursing Competency Rubric

0-Inadequate: Nursing process is infrequently or not used. When use, it appears trivial and leads to obvious conclusions

1-Developing: Some use of nursing process, but is not detailed enough to guide nursing decisions

2-Adequate: Some steps of the nursing process do not appear to be supported by patient data

3-Accomplished: Nursing process is used at every stage of the decision making process

4-Mastery: Consistently demonstrates prioritization of patient care utilizing nursing process

The registered nursing program considers a score of 2, 3, or 4 to be satisfactory.

The faculty members then analyzed the results for each course as a team including all teachers involved in each section. Recommendations for improvement were analyzed and discussed within the team and then presented to the nursing faculty as a whole. Some of the faculty teams utilize the elumin system for analysis other teams used a spreadsheet to collect and analyze data. 100% of the RN program courses/sections were assessed.

The registered nursing program faculty reviewed the SLO statements for all nursing courses. SLOs were rewritten to improve clarity and to maintain

consistency throughout the nursing program. The SLOs were leveled to match the corresponding nursing program level of fundamental nursing, beginning nursing, intermediate nursing, and advanced nursing practice. The program SLOs were also evaluated and rewritten to be measurable, concise and reflective of the total nursing program. These changes allowed us to easily map the course SLOs to the RN program goals.

Rubrics have been designed to ensure uniformity of scoring by all course faculty. The rubrics have been added to the students' syllabus for each nursing course and are reviewed with the students throughout the semester. This has improved grading by clearly describing the specific scoring criteria for each student assignment.

The data for all courses were analyzed in faculty meeting. All nursing courses must be evaluated within the context of the registered nursing program. The faculty has spent many hours analyzing the validity and reliability student performance outcome measures. Teaching methodologies, curriculum focus, and student interventions have been modified to improve student success.

## Fall 2014: Results

Nursing 50 – Fundamental Nursing						
SLO #1	Combined SLO Assessment Scores for 4 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	0	3	21	14	2	40
Percent age	0	7.5%	52.5%	35%	5%	100%

Nursing 51 – Beginning Nursing						
SLO #1	Combined SLO Assessment Scores for 4 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	1	2	18	13	7	40
Percent age	2%	4%	44%	32%	18%	100%

Nursing 52 – Intermediate Nursing

SLO #1	Combined SLO Assessment Scores for 8 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	2	5	42	21	6	76
Percent age	3%	7%	55%	27%	8%	100%

Nursing 53 – Advanced Nursing						
SLO #1	Combined SLO Assessment Scores for 8 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	0	2	35	26	9	72
Percent age	0	2%	49%	36%	13%	100%

#### Analysis:

During the 2014-2015 academic year, the outcomes for 24 sections of nursing courses were assessed by both the faculty team directly involved in each course and by the total nursing faculty. A total of 228 students were assessed in the use of nursing process in the standard nursing care plan.

#### Of the students:

Fundamental Nursing: 37 (93%) performed satisfactorily or above (a score of 2-4)

Beginning Nursing: 38 (95%) performed satisfactorily or above (a score of 2-4)

Intermediate Nursing: 69 (91%) performed satisfactorily or above (a score of 2-4)

Advanced Nursing: 70 (97%) performed satisfactorily or above (a score of 2-4)

The faculty has reviewed the curriculum across the registered nursing program to more clearly define the requirements for successfully demonstrating the use of nursing process in patient care. The RN program has also increased their use of tutoring and has added additional faculty guided study and review sessions. The validity and reliability of this assessment is supported through clinical practice proficiency. The students' ability to complete an adequate nursing care plan using nursing process is demonstrated during patient care in the clinical setting.

Resource Requests: Nursing Program resource requests were submitted in

Resource Requests. Nursing Program resource requests were submitted in the Program Review Annual Update.

### Spring 2015: Results

Nursing 50 – Fundamental Nursing						
SLO #2	Combined SLO Assessment Scores for 4 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	0	3	17	14	6	40
Percent age	0	8%	43%	35%	15%	100%

Nursing 51 – Beginning Nursing						
SLO #2	Combined SLO Assessment Scores for 4 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	1	2	18	13	7	40
Percent age	2%	4%	44%	32%	18%	100%

Nursing 52 – Intermediate Nursing						
SLO #2	Combined SLO Assessment Scores for 8 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	2	5	42	21	6	76
Percent age	3%	7%	55%	27%	8%	100%

Nursing 53 – Advanced Nursing						
SLO #2	Combined SLO Assessment Scores for 8 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	0	2	21	44	9	76
Percent age	0	2%	27%	58%	13%	100%

### Analysis:

During the 2014-2015 academic year, the outcomes for 24 sections of nursing courses were assessed by both the faculty team directly involved in each course and by the total nursing faculty. A total of 232 students were assessed in the use of nursing process in the standard nursing care plan.

### Of the students:

Fundamental Nursing: 37 (93%) performed satisfactorily or above (a score of 2-4)

Beginning Nursing: 38 (95%) performed satisfactorily or above (a score of 2-4)

Intermediate Nursing: 69 (91%) performed satisfactorily or above (a score of 2-4)

Advanced Nursing: 74 (97%) performed satisfactorily or above (a score of 2-4)

The faculty has reviewed the curriculum across the registered nursing program to more clearly define the requirements for successfully demonstrating the use of nursing process in patient care. The RN program has also increased their use of tutoring and has added additional faculty guided study and review sessions. The validity and reliability of this assessment is supported through clinical practice proficiency. The students' ability to complete an adequate nursing care plan using nursing process is demonstrated during patient care in the clinical setting.

Resource Requests: Nursing Program resource requests were submitted in the Program Review Annual Update.

### Program Level Analysis:

The faculty is pleased to see consistency both across course sections and throughout the RN program. We believe this is a result of careful team work and analysis in maintaining expectations throughout the nursing program. This is also an expectation of the Board of Registered Nursing. Having the data support faculties diligence in analysis and implementation is a satisfactory outcome of our SLO review.

Program-wide Recommendations for Improvement: Faculty is hopeful that



Program wide recommendations for improvement. Faculty is hopeful that improved methods of data collection will be available. Currently, Elumen is very difficult to to use. We would like to see the program developed.

**Course number and title: PAR 7683 Family Class****SLO number and text:**

Synthesize parenting resources to create effective parenting strategies.

**Assessment\*:**

Assessment tools varied for the 8 instructors that taught this course. However, class participation, contribution during discussion, setting goals, and bringing resources to share were the most commonly used tools.

**Rubric:**

No rubric is used to assess these assignments.

**Data\*:**

Score	4	3	2	1	0
Percent 224	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

1. Providing group class time to introduce the concept, guide through the process and connecting the SLO to the class syllabi introduction.
2. Time to create student goals through the form of goals.
3. Weekly reference to the questions created by the students, bringing concepts together of intent and process.
4. Quarterly reassessment of goals.
5. End of semester time in class to discuss openly what worked or was attainable with the information taught and learned by the instructor and students.
6. Instructor and students having time to share resources in class and through personal communication

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

Last years report indicated that courses need to be updated. This has been completed and will be implemented in Fall 2016.

**Recommendations for Improvement:**

The opportunity for classes to have more small group interaction built into the class schedule / curriculum. I believe students who are attending our classes are looking for a more ideas and modalities on how to create and preserve interpersonal relationships. Students who were raised in our local educational settings and those from international sector are both craving the chance to learn and develop these skills.

**Resource Needs:**

n/a

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## **PCC Geography 2015 Assessment Report**

### **School of Science and Math**

**November 11, 2015**

#### **Author:**

Rhea Presiado, Assistant Professor of Geography

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This report covers the following Geography classes for the Fall 2014 (SLO #1 & GEO 2), Spring 2015 (SLO #2): Geography 1, 1L, 2 & 3.

#### **Abstract:**

ePortfolio's were used for the second year in many geography sections in the 2014-2015 year. Useful lessons were learned about their use, implementation, and ways to improve use of ePortfolios for the next cycle. This AAR include assessment data from 5 geography adjuncts, a significant improvement over the last assessment cycle. This year, most Geography 1 instructors used a common ePortfolio assessment and common grading rubric, and were offered assessment support by Dr. Rhea Presiado. Geography students scored quite high on GEO 2 Cognition. Assessment results highlighted obvious gaps in students understanding of learning outcomes, and our assessments ability to capture all of the student's data. Improvements this cycle, such as a common grading rubric, and more instructors using eLumen offered a more holistic view of performance across more sections. Instructors clearly need more support with assessment data collection, reporting and analysis. As a result of this data, geography will continue to be create innovative assignments and curriculum that address specific course SLO's that allow the student to better learn content and skills, master the SLO, and have better evidence of their competencies at the end of the class.

#### **1. Geography 1: Physical Geography**

Fall 2014 SLO #1: Demonstrate scientific literacy by analyzing and interpreting physical geography data (from the atmosphere, lithosphere, hydrosphere, and biosphere) and comprehending scientific methodology and its limitations.

Fall 2014 GEO 2.2: Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.

Spring 2015 SLO #2: Demonstrate global literacy and awareness by analysis and interpretation of the complex global patterns and processes of the atmosphere, lithosphere, hydrosphere, and biosphere.

### **Assessment:**

Summative ePortfolio's were used as an assessment tool in Fall 2014 and Spring 2015 in all Geography 1 Online courses, and some face to face courses. For the ePortfolio assessment, students selected examples of their best work in the course (artifacts) which demonstrated their competency toward SLO 1, GEO 2.2 & SLO 2. Students explained how their artifacts demonstrated their proficiency in 300-500 words, and showcased the artifacts in an ePortfolio. Here is an example of a Geog 1 Fall 2015 student ePortfolio submission (student permission to share granted to Instructor): <http://bleacheddroogie.wix.com/victoriajennings> SLO 1, GEO 2.2 and SLO 2 was assessed on a 0-4 scale (similar to eLumen) as a part of a larger rubric based on AAC&U value rubrics (see below).

All ePortfolio's were graded using the same grading rubric, based on AAC&U Cognition value rubrics, in one sitting. Students without an ePortfolio submission or ones who were missing artifact and reflections for specific SLO's or GEO'S were tallied as N/A. We used a separate row for 2.2b and 2.2e. Some students had trouble identifying artifact appropriate to the SLO or GEO, and that may artificially lower their grade. Some students also had trouble understanding what the SLO or GEO meant, which may impact reliability of data.

(2) Twitter / Tumblr | FCC's Pathways for ... | Pasadena City College | On: Mike Pacheco's ... | YouTube - Mike Pacheco... | MedicineGeography... | FCC STEM - OPEN ... | = Deschutes... =

Criteria		Ratings				Pts	
Layout and Text Elements. Source PCC DE	The portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text. 4 pts	The portfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the readability of the text. 3 pts	The portfolio follows formatting criteria adequately. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings are adequate. The content can be seen and read as organized. 2 pts	The portfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or overutilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are distracting in some places. They diminish somewhat the readability of the text. 1 pts	The portfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or overutilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. They diminish the readability of the text. 0 pts	4 pts	
	Inclusion of 3 SLO and 1 GEO Artifacts and Reflections	Includes 4 Artifacts and Reflections for appropriate SLO's and GEO 4 pts	Missing 1 Artifact OR Reflection 3 pts	Missing 2 Artifacts OR Reflections 2 pts	Missing 3 Artifacts OR Reflections 1 pts	Missing 4 Artifacts OR Reflections 0 pts	4 pts
Artifact & Reflection 1: Evidence of Course Student Learning Outcome 1. Source R. Presiado <a href="#">view longer description</a>	Physical geography data is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts	Physical geography data is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts	Physical geography data is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts	Physical geography data is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts	Physical geography data is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts
Artifact & Reflection 2: Evidence of Course Student Learning Outcome 2.	ANALYSIS: Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. INTERPRETATION: States a conclusion that is a logical extrapolation from the inquiry findings.	ANALYSIS: Organizes evidence to reveal important patterns, differences, or similarities related to focus. INTERPRETATION: States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	ANALYSIS: Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. INTERPRETATION: The inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	ANALYSIS: Lists evidence, but it is not organized and/or is unrelated to focus. INTERPRETATION: States an ambiguous, logical, or unsupported conclusion from inquiry findings.	Does Not Meet Expectations 0 pts	4 pts	
Artifact & Reflection 3: Evidence of Course Student Learning Outcome 3. Adapted from AAC&U <a href="#">view longer description</a>	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. 4 pts	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. 3 pts	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. EVALUATE: Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. 2 pts	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. EVALUATE: Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts	
Artifact & Reflection 4: Evidence of GEO 2.2b Evidence. Source: AAC&U	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts	
Artifact & Reflection 4: Evidence of GEO 2.2a Conclusions and Related Outcomes. Source: AAC&U	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and perspectives discussed in priority order. 4 pts	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and applications to place evidence and perspectives discussed in priority order. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 3 pts	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. 2 pts	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts	
Total Points: 28							

## Example of a Fall 2014 Geog 1 Student ePortfolio

WELCOME
ABOUT
CONTACT
MY GOALS
COLLEGE COURSES
EXTRA-CURRICULAR
RESUME

### ePortfolio Assignment - Student Learning Outcomes

**Student Learning Outcome #1:**  
Evidence of course student learning outcome: Demonstrate scientific literacy by analyzing and interpreting physical geography data, patterns, and process (from the atmosphere, lithosphere, hydrosphere, and biosphere) and comprehending scientific methodology and its limitations.

**Description of this assignment:**  
Discussion #10  
Students will:  
1. Post a reply to this discussion board a with a written paragraph reflection on a specific geography research question about the age of a place or item, and why you have the question. Your reply should use the language: "I have always wondered about \_\_\_\_\_ because \_\_\_\_\_? How do scientists know the age of \_\_\_\_\_? What evidence do scientists have about the age of \_\_\_\_\_?"  
2. Read or watch you peers research questions and then reply to at least two of their questions where you provide a specific evidence based hypothesis to answer the student question. Your reply should include the following language: "I would like to address the research question \_\_\_\_\_." "The best way to determine the age of \_\_\_\_\_ would be to \_\_\_\_\_." "Scientists know the age of \_\_\_\_\_ because of \_\_\_\_\_." "The following research \_\_\_\_\_." "I used background information from \_\_\_\_\_ in my answer."

**Reflection:**  
This met the student learning outcome number one, which stated that we needed to "demonstrate scientific literacy by analyzing and interpreting physical geography data, patterns, and process (from the atmosphere, lithosphere, hydrosphere, and biosphere) and comprehending scientific methodology and its limitations. In my first reply I responded to a peer's interest in Stonehenge and the information behind the scientific knowledge of its timeline and history. Through the use of carbon dating of bones, archeologist were able to understand the history behind Stonehenge. I successfully identified this knowledge through my own research into the topic. In the second reply I responded to a peer's interest in the dating of ancient cave paintings. Once again, through my own research I was able to understand that through carbon-14 dating, scientists were able to date these paintings. This is a great example of my work because it shows my ability to find the correct information and use my previous knowledge on both subjects to assist my search. I believe this states that I am good at research and can formulate my own thoughts on a subject based on the research done by others. The most important skill on this assignment was understanding the desired knowledge of others, selecting the one I knew the most about/felt most confident in answering, and accumulating the proper information. Through our previous class readings we had read of carbon dating, so based on that knowledge I assumed, before reading much on the subject, that the ancient cave paintings were dated in this way. Through this assignment I gained greater research skill, patience when reading scientific information that at times can seem overwhelming and confusing, and greater writing skills when accumulating all knowledge together in a form that is easily readable and interesting as well as informative. I will take this type of knowledge with me and apply it to other assignments in the future. See image below of this assignment to fully understand my learning achievements.

**Links used:**

- [Stonehenge Discovery "Blows Lid Off" Old Theories About Builders Of Ancient Monument](#) by Macrina Cooper-White
- [Altamira cave paintings in northern Spain](#)
- ["Altamira Cave Paintings"](#)

## Results & Analysis:

In Fall 2014, 461 total students were assessed in multiple Geog 001 sections for data on SLO 1 and data entered into eLumen. 49.1% of students scored adequate or higher on SLO1. 32.9% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below). Geography instructors did an excellent job this semester in greatly increasing the number of sections assessed and reported compared to previous years.

**SLO 1 DATA for GEOG 001 Fall 2014 (Multiple Sections)**

N=461	4- Mastery	3- Accomplished	2- Adequate	1- Developing	0- Inadequate	N/A
# students	66 14.3%	69 14.9%	88 19.9 %	31 6.7%	55 11.9%	152 32.97%

In Fall 2014, 100 GEOG 001 students were assessed for GEO 2.2b (see rubric above for description of 2.2e) and data entered into eLumen. 51% of students scored adequate or higher for GEO 2.2b. 24% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below).

**GEO 2.2b Data for GEOG 001 Fall 2014**

N=100	4- Mastery	3- Accomplished	2- Adequate	1- Developing	0- Inadequate	N/A
# students	14 14%	12 12%	25 25%	17 17%	8 8%	24 24%

In Fall 2014, 100 students were also assessed for GEO 2.2e (see rubric above for description of 2.2e) and data entered into eLumen. 53% of students scored adequate or higher for GEO 2.2e. 24% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below).

**GEO 2.2b Data for GEOG 001 Fall 2014**

N=100	4- Mastery	3- Accomplished	2- Adequate	1- Developing	0- Inadequate	N/A
# students	16 16%	14 14%	23 23%	15 15%	8 8%	24 24%

In Spring 2015, 452 students (16 sections) were assessed for SLO 2 and data entered into eLumen. 58.1% of students scored adequate or higher for GEO 2.2. 26.3% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below). Geography instructors did an excellent job this semester in greatly increasing the number of sections assessed and reported.

**SLO 2 Data for GEOG 001 Spring 2015 (16 sections)**

N=452	4- Mastery	3- Accomplished	2- Adequate	1- Developing	0- Inadequate	N/A
# students	85 18.8%	96 21.2%	85 18.1%	22 4.8%	45 9.9%	119 26.3%

### **Recommendations for Improvement:**

*Curriculum:* Students are doing a good job in succeeding in GEOG 1 classes in demonstrating their scientific literacy & global awareness. These numbers could and should be increased as instructors update curriculum to be more applied, real world and engaging, especially tying assignments more tightly to stated course outcomes. However the large percent of N/A's means that the assessment tool needs to be made more desirable for student to complete, perhaps being a greater part of their grade. We need to capture more of the students to get a better picture of their performance. With the ePortfolio assessment, improvements were made this year including 1. Improved scaffolding of the ePortfolio for students including creation and selection of high quality artifacts. 2. Improving the variety of assignments in the



class where a student could demonstrate their proficiency in SLO 1&2, 2. A better norming of the grading rubric. 4. Reflections were increased from a 50-100 word reflection to a more robust 300-500 word reflection. This will serve to increase student metacognition, but also allow the student to better demonstrate and explain why and how their artifact demonstrates proficiency.

*Pedagogy:* SLO 1 is taught in GEOG 001 using a wide variety of teaching tools including map analysis, discussions, map creation, and formative quizzes. Students are given multiple chances to learn and demonstrate their growth in the course. One improvement in pedagogy for the future, is to clearly state at the top of each assignment, "This assignment assesses SLO #." That way student are able to better connect witch assignment to a course SLO, and will be better equipped to select the assignment as an artifact.

*Student support:* As geography continues to scale up the use of ePortfolio's across multiple sections, students would benefit from: 1. Course and campus wide ePortfolio creation support, and a drop in center.

*Faculty support:* Full time and adjunct faculty need more support in "closing the loop" on the assessment data. We need support in data analysis, and in long range department wide planning for bettering student achievement. Also as an assessment tool increased ePortfolio support, eLumen support, and assessment support to implement this as an efficient assessment tool across the department.

## **2. Geography 1L: Physical Geography Lab**

Fall 2014 SLO 1. Demonstrate scientific literacy by analyzing and interpreting physical geography data, patterns, and process (from the atmosphere, lithosphere, hydrosphere, and biosphere) and comprehending scientific methodology and its limitations.

Spring 2015 SLO 2: Demonstrate technological literacy by effectively selecting geographic equipment and tools, and applying technology to specific geographic tasks.

**Assessment:** Summative ePortfolio's were used as an assessment tool in Fall 2014 and Spring 2015 in many Geography 1L courses. For the ePortfolio assessment, students selected evidence of their best work in the course (artifacts) which demonstrated their competency toward SLO 1 & SLO 2. Students explained how their artifacts demonstrated their proficiency in 300-500 words, and showcased the artifact in an ePortfolio. SLO 1 and SLO 2 was assessed on a 0-4 scale (similar to eLumen) as a part of a larger rubric based on AAC&U value rubrics (see below). Here is an example of a Geog 1 Fall 2015 student ePortfolio submission (student permission to share granted to Instructor): <http://bleacheddroogie.wix.com/victoriajennings>

All ePortfolio's were graded using the same grading rubric, based on AAC&U Cognition value rubrics, in one sitting. Students without an ePortfolio submission or ones who were missing artifact and reflections for specific SLO's were tallied as N/A. Some students had trouble identifying artifact appropriate to the SLO, and that may artificially lower their grade. Some students also had trouble understanding what the SLO meant, which may impact reliability of data.

### Example of Geography 1L ePortfolio Rubric from Fall 2014

Geog 1L ePortfolio SLO and GEO 2 Rubric										Pts	
Criteria	Ratings								Pts		
Layout and Text Elements. Source POC DE	The eportfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text. 4 pts	The eportfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the readability of the text. 3 pts	The eportfolio follows formatting criteria adequately. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings are adequate. The content can be seen and read as organized. 2 pts	The eportfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are distracting in some places. They diminish somewhat the readability of the text. 1 pts	The eportfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. They diminish the readability of the text. 0 pts				4 pts		
	Includes 4 Artifacts and Reflections for appropriate SLO's and GEO 4 pts		Missing 1 Artifact OR Reflection 3 pts		Missing 2 Artifacts OR Reflections 2 pts		Missing 3 Artifacts OR Reflections 1 pts		Missing 4 Artifacts OR Reflections 0 pts		4 pts
Artifact & Reflection 1: Evidence of Course Student Learning Outcome 1. Source R. Presiado <a href="#">view longer description</a>	Physical geography data is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts		Physical geography data is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts		Physical geography data is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts		Physical geography data is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts		Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 2: Evidence of Course Student Learning Outcome 2. Source R. Presiado <a href="#">view longer description</a>	Geographic technological literacy is creatively demonstrated by accurately selecting and correct use of multiple types of geographic equipment and tools (topo maps, GIS, GPS, compass) and applying appropriate technology (real time meteorological data, mapping software, atlas) to specific geographic tasks (calculating time, analyzing topography). 4 pts		Geographic technological literacy is demonstrated by accurately selecting and correct use of geographic equipment and tools (topo maps, GIS, GPS, compass) and applying appropriate technology (real time meteorological data, mapping software, atlas) to specific geographic tasks (calculating time, analyzing topography). 3 pts		Geographic technological literacy is adequately demonstrated by selecting and use of geographic equipment and tools (topo maps, GIS, GPS, compass) and applying technology (real time meteorological data, mapping software, atlas) adequately to specific geographic tasks (calculating time, analyzing topography). 2 pts		Geographic technological literacy is inadequately demonstrated by poor selection and use of geographic equipment and tools (topo maps, GIS, GPS, compass) and misapplying technology (real time meteorological data, mapping software, atlas) to specific geographic tasks (calculating time, analyzing topography). 1 pts		Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 3: Evidence of Course Student Learning Outcome 3. Adapted from AAC&U <a href="#">view longer description</a>	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. 4 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. 3 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. EVALUATE: Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. 2 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. EVALUATE: Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. 1 pts		Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 4: Evidence of GEO 2.2b Evidence. Source: AAC&U	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts		Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts		Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts		Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts		Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 4: Evidence of GEO 2.2e Conclusions and Related Outcomes. Source: AAC&U	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. 4 pts		Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 3 pts		Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. 2 pts		Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. 1 pts		Work sample does not meet benchmark level of performance 0 pts		4 pts
Total Points: 28											

## Example of a Fall 2014 Geog 1L Student ePortfolio

**Student Learning Outcome #2**  
Evidence of Student Learning Outcome 2: Demonstrate technological literacy by effectively selecting geographic equipment and tools, and applying technology to specific geographic tasks.

Description of this assignment:  
Discussion #8  
1. You will:  
a. Choose 2 unique cities on Earth that you can obtain elevation, annual precipitation and annual temperature data for in the form of a climograph for that specific oceanic location.  
b. In a new reply to the discussion board post:  
1. A screenshot, URL Link, or image of each of the 2 climographs.  
2. The name, Latitude and longitude of the locations.  
2. Next you must read and respond to at least 2 of your peers CLIMOGRAPHS where you:  
a. Explain in at least 5 sentences of college level writing what the locations Koppen climate zone is, why that location has the specific climate it does.

Reflection  
This assignment met evidence of student learning outcome number two, which states that we must be able to, "demonstrate technological literacy by effectively selecting geographic equipment and tools, and applying technology to specific geographic tasks." Throughout this assignment we were to learn about climographs and how to successfully read them, a challenging geographic task. After successfully gathering climographs of Rome, Italy and London, England, I had to then go and identify the patterns present in climographs presented by my peers. In part two of this assignment I assessed the climograph presented and successfully identified the geographic events present in the graph. In a map of Copenhagen, Denmark, located at 55.6761 degrees North and 12.5683 degrees East I stated that because of Copenhagen's geographic location that the daylight hours varies during the time of the year and therefore extremely low temperatures are present during winter seasons. In a climograph of Tehran, Iran, located at 35.6961 degrees North and 51.4231 degrees East, because of Tehran's geographic location next to the Alborz Mountains in the North and deserts to the South it experiences very little rain in the summer and cold temperatures in the winter. In part three of the assignment I assessed a climograph of Cairo, Egypt, located at 29.952° North, 31.20° East. I established its cool temperatures in winter nights and hot temperatures due to its desert climate during the summer. Then finally from a climograph of Munich Germany, located at 48.009° North and 11.34° East, I found that the precipitation and temperature seems to reflect each other fairly well with its warmest month beginning in July. I assumed that the precipitation levels are fairly high all year because of their proximity to the Alps. I think this is my best example of this learning outcome because of my successful use of climographs throughout this entire assignment. When first learning of climographs and how to read them, I admit, they seemed intimidating and a somewhat daunting assignment since the graphs themselves can seem difficult to read. But once fully understanding how to successfully read them I was able to identify patterns and hypothetically assume why the climographs were the way they were. I think this shows that I am not intimidated by an assignment that can seem difficult at first. I successfully read a climograph now and I feel like this is an important skill to move forward with. My climograph reading skill was obviously the most effective skill I gained and utilized during this assignment. Through critical thinking I accomplished the assignment goal successfully and in an organized and informative way. Obviously my skills of using geographic equipment has increased through my understanding of how to read climographs, but I also increased my geographic pattern identification skills, as well as my overall writing skills. All these growths and improvements help me not only in this class, but on a basic level for educational needs in the future. See image below of this assignment to fully understand my learning achievements.

Links used:  
• [Rome, Italy climograph source](#)  
• [London, England climograph source](#)

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## Results & Analysis:

In Fall 2014, 28 students (1 section) was assessed for SLO 1 and GEO 2.2 and data entered into eLumen. 78.7% of students scored adequate or higher for SLO 1. 17.8% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below). Students were well prepared to demonstrate competency toward SLO 1.

**SLO 1 Data for GEOG 001L Fall 2014 (1 section)**

N=28	4- Mastery	3- Accomplished	2- Adequate	1- Developing	0- Inadequate	N/A
# students	2 7.4%	11 39.2%	9 32.14%	1 3.5%	0 0%	5 17.8%

In Spring 2015, Data for SLO 2 from GEOG 001L Section instructors was not submitted.

## Recommendations for Improvement:

*Curriculum:* In general students, are performing quite well on SLO 1.

*Pedagogy:* The current pedagogy is meeting expectations and is planned to continue.

*Student support:* As geography continues to scale up the use of ePortfolio's across multiple sections, students would benefit from: 1. Course and campus wide ePortfolio creation support, and a drop in center.

*Faculty support:* Full time and adjunct faculty need more support in "closing the loop" on the assessment data. We need support in data analysis, and in long range department wide planning for bettering student achievement. Also as an assessment tool increased ePortfolio support, eLumen support, and assessment support to implement this as an efficient assessment tool across the department.

### **3. Geography 2: Cultural Geography**

Fall 2014 SLO 1. Demonstrate multicultural literacy and global awareness by analysis and interpretation of the geographical patterns of human culture (regions, ethnicity, language, and religion).

Spring 2015 SLO 2: Critique and evaluate cultural patterns in both historical and current events.

**Assessment:** Summative ePortfolio's were used as an assessment tool in Fall 2014 and Spring 2015 in many Geography 1L courses. For the ePortfolio assessment, students selected evidence of their best work in the course (artifacts) which demonstrated their competency toward SLO 1, & SLO 2. Students explained how their artifacts demonstrated their proficiency in 300-500 words, and showcased the artifact in an ePortfolio. SLO 1 and SLO 2 was assessed on a 0-4 scale (similar to eLumen) as a part of a larger rubric based on AAC&U value rubrics (see below).

All ePortfolio's were graded using the same grading rubric, in one sitting. Students without an ePortfolio submission or ones who were missing artifact and reflections for specific SLO's were tallied as N/A. Some students had trouble identifying artifacts appropriate to the SLO, and that may artificially lower their grade. Some students also had trouble understanding what the SLO meant, which may impact reliability of data. On the other hand, for this class, most students were able to clearly identify a specific group project "Google Earth Cultural Tour" that directly applied as evidence for SLO 1.

## Example of Geography 2 ePortfolio & Rubric from Fall 2014

Geog 2 ePortfolio SLO and GEO 2 Rubric							
Criteria	Ratings						Pts
Layout and Text Elements. Source PCC DE	The eportfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text. 4 pts	The eportfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the readability of the text. 3 pts	The eportfolio follows formatting criteria adequately. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings are adequate. The content can be seen and read as organized. 2 pts	The eportfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are distracting in some places. They diminish somewhat the readability of the text. 1 pts	The eportfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. They diminish the readability of the text. 0 pts		4 pts
Inclusion of 3 SLO and 1 GEO Artifacts and Reflections	Includes 4 Artifacts and Reflections for appropriate SLO's and GEO 4 pts		Missing 1 Artifact OR Reflection 3 pts	Missing 2 Artifacts OR Reflections 2 pts	Missing 3 Artifacts OR Reflections 1 pts	Missing 4 Artifacts OR Reflections 0 pts	4 pts
Artifact & Reflection 1: Evidence of Course Student Learning Outcome 1. Source R. Presiado <a href="#">view longer description</a>	Demonstrates exemplary multicultural literacy and global awareness by analysis and interpretation of the geographical patterns of human culture (regions, ethnicity, language, and religion). 4 pts	Demonstrates multicultural literacy and global awareness by analysis and interpretation of the geographical patterns of human culture (regions, ethnicity, language, and religion). 3 pts	Demonstrates partial multicultural literacy and global awareness by analysis and interpretation of the geographical patterns of human culture (regions, ethnicity, language, and religion). 2 pts	Demonstrates poor multicultural literacy and global awareness by analysis and interpretation of the geographical patterns of human culture (regions, ethnicity, language, and religion). 1 pts	Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 2: Evidence of Course Student Learning Outcome 2. Source R. Presiado <a href="#">view longer description</a>	Effectively and creatively Critique and evaluate cultural patterns in both historical and current events. 4 pts	Critique and evaluate cultural patterns in both historical and current events. 3 pts	Partially Critique and evaluate cultural patterns in both historical and current events. 2 pts	Poorly Critique and evaluate cultural patterns in both historical and current events. 1 pts	Does Not Meet Expectations 0 pts		4 pts
Artifact & Reflection 3: Evidence of Course Student Learning Outcome 3. Adapted from AAC&U <a href="#">view longer description</a>	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. 4 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. 3 pts	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. EVALUATE: Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. 2 pts	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. EVALUATE: Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts
Artifact & Reflection 4: Evidence of GEO 2.2b Evidence. Source: AAC&U	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts	Work sample does not meet benchmark level of performance 0 pts		4 pts
Artifact & Reflection 4: Evidence of GEO 2.2e Conclusions and Related Outcomes. Source: AAC&U	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. 4 pts	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 3 pts	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. 2 pts	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. 1 pts	Work sample does not meet benchmark level of performance 0 pts		4 pts
Total Points: 28							

### Results & Analysis:

In Fall 2014, 63 students (2 sections) were assessed for SLO 1 and data entered into eLumen. 56.9% of students scored adequate or higher for SLO 1. 20.8% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below).

**SLO 1 Data for GEOG 002 Fall 2014 (2 sections)**

N=63	<b>4- Mastery</b>	<b>3- Accomplished</b>	<b>2- Adequate</b>	<b>1- Developing</b>	<b>0- Inadequate</b>	N/A
# students	1 1.5%	17 26.9%	18 28.5%	8 12.7%	0 0.0%	19 20.8%

In Spring 2015, 109 students (4 sections) were assessed for SLO 2 and data entered into eLumen. 63.2% of students scored adequate or higher for SLO 2. 17.4% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below).

**SLO 2 Data for GEOG 002 Spring 2016 (4 sections)**

N=109	<b>4- Mastery</b>	<b>3- Accomplished</b>	<b>2- Adequate</b>	<b>1- Developing</b>	<b>0- Inadequate</b>	N/A
# students	16 14.6%	29 26.6%	24 22.02%	16 14.6%	5 4.9%	19 17.4%

### **Recommendations for Improvement:**

*Curriculum:* In general students, are performing quite well on SLO 2.

*Pedagogy:* The current pedagogy is meeting expectations and is planned to continue.

*Student support:* As geography continues to scale up the use of ePortfolio's across multiple sections, students would benefit from: 1. Course and campus wide ePortfolio creation support, and a drop in center.

*Faculty support:* Full time and adjunct faculty need more support in "closing the loop" on the assessment data. We need support in data analysis, and in long range department wide planning for bettering student achievement. Also as an assessment tool increased ePortfolio

support, eLumen support, and assessment support to implement this as an efficient assessment tool across the department.

### **3. Geography 3: World Regional Geography**

Fall 2014 SLO 1. Demonstrate global awareness by analysis and interpretation of major world regions based on environmental and cultural criteria (climate, location, topography, language, religion, ethnicity, politics, economics, and natural resources).

Spring 2015 SLO 2: Critique and evaluate major historical and current world geography issues.

**Assessment:** Summative ePortfolio's were used as an assessment tool in Fall 2014 in 1 Geography 3 section. For the ePortfolio assessment, students selected evidence of their best work in the course (artifacts) which demonstrated their competency toward SLO 1. Students explained how their artifacts demonstrated their proficiency in 300-500 words, and showcased the artifact in an ePortfolio. SLO 1 was assessed on a 0-4 scale (similar to eLumen) as a part of a larger rubric based on AAC&U value rubrics (see below). All ePortfolio's were graded using the same grading rubric, in one sitting. Students without an ePortfolio submission or ones who were missing artifact and reflections for specific SLO's were tallied as N/A.

Some students had trouble identifying artifact appropriate to the SLO, and that may artificially lower their grade. Some students also had trouble understanding what the SLO meant, which may impact reliability of data. Example of ePortfolio (student permission to share granted to Instructor): <http://dobruj01.wix.com/eportfolio#!worldregionalgeography/cee5> (GEOG 3)



## Example of Geography 3 ePortfolio Rubric from Fall 2014

Geog 2 ePortfolio SLO and GEO 2 Rubric										
Criteria	Ratings					Pts				
Layout and Text Elements. Source PCC DE	The portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text. 4 pts	The portfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the readability of the text. 3 pts	The portfolio follows formatting criteria adequately. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings are adequate. The content can be seen and read as organized. 2 pts	The portfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are distracting in some places. They diminish somewhat the readability of the text. 1 pts	The portfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. They diminish the readability of the text. 0 pts	4 pts				
Inclusion of 3 SLO and 1 GEO Artifacts and Reflections	Includes 4 Artifacts and Reflections for appropriate SLO's and GEO 4 pts		Missing 1 Artifact OR Reflection 3 pts	Missing 2 Artifacts OR Reflections 2 pts	Missing 3 Artifacts OR Reflections 1 pts	Missing 4 Artifacts OR Reflections 0 pts	4 pts			
Artifact & Reflection 1: Evidence of Course Student Learning Outcome 1. Adapted from AAC&U <a href="#">view longer description</a>	Demonstrates exemplary global awareness of major world regions by ANALYSIS (Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus) and INTERPRETATION ( States a conclusion that is a logical extrapolation from the inquiry findings) of environmental and cultural criteria 4 pts		Demonstrates global awareness of major world regions by ANALYSIS: (Organizes evidence to reveal important patterns, differences, or similarities related to focus) and INTERPRETATION: (States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings) of environmental and cultural criteria 3 pts		Demonstrates partial global awareness of major world regions by ANALYSIS (Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities) and INTERPRETATION ( the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings) of environmental and cultural criteria. 2 pts		Demonstrates poor global awareness of major world regions by ANALYSIS 9 Lists evidence, but it is not organized and/or is unrelated to focus. INTERPRETATION: States an ambiguous, illogical, or unsupportable conclusion from inquiry findings) of environmental and cultural criteria. 1 pts	Work sample does not meet benchmark level of performance 0 pts	4 pts	
Artifact & Reflection 2: Evidence of Course Student Learning Outcome 2. Source R. Presiado <a href="#">view longer description</a>	Effectively and creatively Critique and evaluate major historical and current world issues. 4 pts		Critique and evaluate major historical and current world issues. 3 pts	Partially Critique and evaluate major historical and current world issues. 2 pts	Poorly Critique and evaluate major historical and current world issues. 1 pts	Work sample does not meet benchmark level of performance 0 pts		4 pts		
Artifact & Reflection 3: Evidence of Course Student Learning Outcome 3. Adapted from AAC&U <a href="#">view longer description</a>	RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. 4 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). EVALUATE: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. 3 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. EVALUATE: Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues. 2 pts		RESEARCH QUESTION: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. EVALUATE: Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. 1 pts		Work sample does not meet benchmark level of performance 0 pts	4 pts
Artifact & Reflection 4: Evidence of GEO 2.2b Evidence. Source: AAC&U	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4 pts		Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3 pts	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2 pts		Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. 1 pts		Work sample does not meet benchmark level of performance 0 pts	4 pts	
Artifact & Reflection 4: Evidence of GEO 2.2e Conclusions and Related Outcomes. Source: AAC&U	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 4 pts		Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 3 pts		Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. 2 pts		Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. 1 pts		Work sample does not meet benchmark level of performance 0 pts	4 pts
Total Points: 28										

## Example of Geography 3 ePortfolio from Fall 2014

**Learning Outcome Goal #2**  
Critique and evaluate major historical and current world geography issues.



**Impact of War**

How did this piece help you reach the learning outcome?

This slideshow is a representation of the Google Earth assignments that I completed in class. Every week I covered a specific region of the world. Google Earth and the accompanying workbook focused my attention on five major aspects of each region: environment, population, culture, geopolitics, and economy. For each section I was required to scrutinize maps and graphs to deduce the causes of whatever I was viewing. The questions and maps displayed above are a snippet of the questions I was asked to analyze. Many of the activities involved viewing

these issues and hence Google Earth as an artifact in this SLO appropriately fits.

**What makes it your best work?**  
**What did you learn by creating it?**  
**What does it say about you?**

I believe my high grades, though not represented here, demonstrate my success in this area and why I chose it as my best work. My results were good but I don't think the final outcome is the most important demonstration of my abilities; it's the process. Much of these exercises were asking me to deduce something completely new to me. First, I had to research the specifics of the problem and

This assignment has taken the knowledge I have and developed it in a different area. This success appropriately demonstrates my development in critical analysis and pattern recognition regarding world issues.

**What skills did you use to learn the material in the project?**  
**Which were most effective?**

Many of the problems needed much research to successfully examine therefore my research skills came in handy. Each problem was presented like a mystery with only a few clues given.

### Results & Analysis:

In Fall 2014, 27 students (1 section) was assessed for SLO 1 and data entered into eLumen. 59.2% of students scored adequate or higher for SLO 1. 22.2% of the students were assessed N/A because they did not provide appropriate artifacts OR did not complete the ePortfolio assessment (see table below).

**SLO 1 Data for GEOG 003 Fall 2014 (1 sections)**

N=27	<b>4- Mastery</b>	<b>3- Accomplished</b>	<b>2- Adequate</b>	<b>1- Developing</b>	<b>0- Inadequate</b>	N/A
# students	1 3.7%	3 11.1%	12 44.4%	5 18.5%	0 0%	6 22.2%

In Spring 2015, Data for SLO 2 from GEOG 003 Section instructors was not submitted.

*Curriculum:* Students are doing a good job in succeeding in GEOG 3 classes in demonstrating their global awareness. These numbers could and should be increased as instructors update curriculum to be more applied, real world and engaging, especially tying assignments more tightly to stated course outcomes. However the large percent of N/A's means that the assessment tool needs to be made more desirable for student to complete, perhaps being a greater part of their grade. We need to capture more of the students to get a better picture of their performance. With the ePortfolio assessment, improvements were made this year including 1. Improved scaffolding of the ePortfolio for students including creation and selection of high quality artifacts. 2. Improving the variety of assignments in the class where a student could demonstrate their proficiency in SLO 1 2. A better norming of the grading rubric. 4. Reflections were increased from a 50-100 word reflection to a more robust 300-500 word reflection. This will serve to increase student metacognition, but also allow the student to better demonstrate and explain why and how their artifact demonstrates proficiency.

*Pedagogy:* One improvement in pedagogy for the future, is to clearly state at the top of each assignment, "This assignment assesses SLO #." That way student are able to better connect witch assignment to a course SLO, and will be better equipped to select the assignment as an artifact.

*Student support:* As geography continues to scale up the use of ePortfolio's across multiple sections, students would benefit from: 1. Course and campus wide ePortfolio creation support, and a drop in center.

*Faculty support:* Full time and adjunct faculty need more support in "closing the loop" on the assessment data. We need support in data analysis, and in long range department wide planning for bettering student achievement. Also as an assessment tool increased ePortfolio support, eLumen support, and assessment support to implement this as an efficient assessment tool across the department.

END OF DOCUMENT

## 2015 Annual Assessment Report Creative Writing

### English 8 - Writing Poetry

**SLO #1** Demonstrate understanding of the techniques of poetry

**Assessment:** Students wrote Craft Notebook Entries in which they read assigned pages from the textbook, then (1) Note 2-3 "golden lines" or ideas that resonate with them and respond to or elaborate on those lines/ideas. (2) Keep a list of the technical vocabulary and poetry terminology presented in the reading along with a definition-- in their own words; an example from the text; and an

in response to the reading.

**Rubric:**

0: Inadequate: Missing major components.

1: Developing: Each of the three components is attempted, but may not accurately reflect or respond to the craft elements presented in the readings.

2: Adequate: Each of the three components is attempted, and mostly accurately reflects or responds to the craft elements presented in the readings.

3: Accomplished: Each of the three components accurately reflects and responds to the craft elements presented in the readings.

4: Mastery: All components accurately reflect and respond to the craft elements presented in the readings. Specific examples and questions demonstrate a deep understanding of the concept.

**Data\*:**

**Results:**

Score	4	3	2	1	0
# of students 15	4 26%	5 33%	5 33%	0 0%	1 6%

**Analysis and Interpretation:**

**Analysis of Results:**

Instructor Analysis: The class did well on achieving SLO#1, with only 1 student scoring below adequate. That student turned nothing in. The assignment is a low-stakes assignment that students practice starting in week 1. This particular assignment was mid-semester and students were by that time comfortable with the class, the reading, and reading and responding to poetry, so it was not a

challenging task, but rather a supportive task, which kept them focused on deepening their understanding.

**Closing the Loop (Reflections on previous Recommendations):**

No previous assessment.

**Recommendations for Improvement:** At this time, the assignment meets expectations and serves its function well.

**Resource Needs:**

**Resource Requests:**

- Provide support for DE students via a prerequisite .5 unit Introduction to Online Learning Jam.
- Funding for guest writers online via Webinars
- Professional learning funding for creative writing faculty to investigate online and community collaborations, including conference travel
- Fund Creative Writing membership in AWP (Associated Writing Programs)
- Funding for Inscape Literary Magazine online publication (webhosting, etc.) to provide creative writing students an additional opportunity to explore publication

## Spring 2015 SLO Assessment Results Form

Instructor: Zohaa el-Gamal

Course: Arabic I

CRN: 30043

Student Learning Outcome (SLO) assessed: Students will distinguish between long and short vowels and other symbols that affect the pronunciation of words.

Method of Assessment (describe assessment and attach rubric if available): TWO Dictation Tests (midterm and final): Students will listen to the targeted vocabulary three times and write it down. The vocabulary used in this practice is part of lessons covered in class previously.

Total Students Assessed: 17

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 17</b></i>	64.5%	23.5%	12%		

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The results are satisfactory. I believe the regular written homework and weekly quizzes are important factors that helped the students achieve these results.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

No students scored poorly (at the developing and inadequate levels).

What suggestions would you recommend to help more students achieve success with this SLO?  
More practice with activities that involve listening, reading, and writing.

## FALL 2014 SLO Assessment Results Form

Instructor: Zohaa el-Gamal

Course: Arabic 2

CRN: 0667

Student Learning Outcome (SLO) assessed: Students will compose texts in MSA that are developed and grammatically accurate

Method of Assessment (describe assessment and attach rubric if available): two short writing assignments (10 to 15 sentences)

Total Students Assessed: 11

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 11</b></i>	54.5%	27.2%	18.1%		

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The results are satisfactory. Allowing the students to write two drafts with accesses to a dictionary and also without timing them helped in reaching these results.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

No students scored poorly (at the developing or inadequate levels.)

What suggestions would you recommend to help more students achieve success with this SLO?

Flexibility with time and the use of dictionary are necessary to produce more effective writing at this level.

**Course number and title: (Armenian 01, Elementary Armenian)**

**SLO number and text: Armenian 01, Elementary Armenian**

**Assessment\*: Tests, Every chapter, (4,5 times per semester), Quizzes, once a week, Report once per semester, Projects, Homework, Classwork.**

**Rubric:** Tests 25%, quizzes, 20%, report 15%, Projects 20%, Homework-classwork 20%.

**Data\*:** One section one course was offered and Assessed. Fall 2014.

Score	4	3	2	1	0
Percent (14 students)	50%	29%	11%	10%	0%

**Analysis and Interpretation: Overall students performed well in all assignments.**

**Closing the Loop (Reflections on previous Recommendations):N N/A**

**Recommendations for Improvement: Longer tutoring hours, (Waiting for Approval). Lab Assistant, and Set Hours.**

**Resource Needs: Longer tutoring hours, (Waiting for Approval). Lab Assistant.**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title:** ASL 10B spring 2015 CRN: 30304

**SLO number and text:**

SLO 2: Students should be able to demonstrate conceptual accuracy in their use of ASL.

**Assessment\*:**

Asking the students take the videos of themselves answering this question:

“ Sign a complete sentence of an interaction between these two people, using the agreement verbs:

1. BROTHER
2. BRAUL-OUT

Each person must be referenced in this exchange.

**Rubric:**

#1= In progress

#2= Basic

#3= Proficient

#4= Excellent

**Data\*:**

Score	4	3	2	1	0
Percent (14 students)	10%	20%	40 %	20%	10%

**Analysis and Interpretation:**

Most students struggled to develop their capability of using the agreement verbs.

**Closing the Loop (Reflections on previous Recommendations):**

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

A conversation between the teacher and students or student-to-student practicing the agreement verbs in ASL (while no voicing) during the class.

The students did not spend enough time practicing, using their student workbook video.

### **Recommendations for Improvement:**

I would make two suggestions; the first is providing more homework on agreement verbs. The second are to have the students' video themselves answering all of the questions.

### **Resource Needs:**

Language Lab center would provide a group study with ASL tutor.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title:** ASL 10A fall 2014 CRN: 2342

**SLO number and text:**

SLO 1: Recognizing basic Non-Manual grammatical features through receptive interaction.

**Assessment\*:**

Two basic question types:

1. Yes/No Questions
2. Wh- Word Questions (What, When, Where, Who, Which, Why, How)

The teacher would signs either question type and the student must circle the appropriate answer.

Example: a. Yes/No- Question    Wh- Word Question  
          b. Yes/No- Question    Wh- Word Question  
          c. Yes/No- Question    Wh- Word Question  
          d. Yes/No- Question    Wh- Word Question  
          e. Yes/No- Question    Wh- Word Question

**Rubric:**

0= failed  
1= passed

a. 

0	1
---	---

b. 

0	1
---	---

c. 

0	1
---	---

d. 

0	1
---	---

e. 

0	1
---	---

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Data\*:**

Score	4	3	2	1	0
Percent (20 students)	20%	25%	30 %	15%	10%

**Analysis and Interpretation:**

Most students are able to recognized Wh-Word Questions but for Yes/No Questions, some students had struggled to distinguish Yes/No Questions from Wh-Word Questions.

**Closing the Loop (Reflections on previous Recommendations):**

A conversation between the teacher and student or student-to-student practicing the two basic question types in ASL (While not voicing) during class time was helpful.

The students that did not attempt to sign their answers in ASL but signed answered in English order scored poorly. This was a factor that impacted student scores.

**Recommendations for Improvement:**

I would recommend the students take the video answering the different questions and taking the time to show and discuss with the teacher on how to improve on their answers.

**Resource Needs:**

I suggest the language lab center would provide more DVDs of ASL two basic question types so the students could practice for extra time.

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

## PCC Registered Nursing Annual Assessment Report

### 2014-2015 Academic Year

The registered nursing department faculty evaluated the outcomes and assessments of 14 courses during the 2014-2015 academic year. All of the faculty members scored their students in elumin using the following rubric designed to assess nursing competency-based outcomes in the registered nursing program.

#### Rubric: Nursing Competency Rubric

0-Inadequate: Nursing process is infrequently or not used. When use, it appears trivial and leads to obvious conclusions

1-Developing: Some use of nursing process, but is not detailed enough to guide nursing decisions

2-Adequate: Some steps of the nursing process do not appear to be supported by patient data

3-Accomplished: Nursing process is used at every stage of the decision making process

4-Mastery: Consistently demonstrates prioritization of patient care utilizing nursing process

The registered nursing program considers a score of 2, 3, or 4 to be satisfactory.

The faculty members then analyzed the results for each course as a team including all teachers involved in each section. Recommendations for improvement were analyzed and discussed within the team and then presented to the nursing faculty as a whole. Some of the faculty teams utilize the elumin system for analysis other teams used a spreadsheet to collect and analyze data. 100% of the RN program courses/sections were assessed.

The registered nursing program faculty reviewed the SLO statements for all nursing courses. SLOs were rewritten to improve clarity and to maintain

consistency throughout the nursing program. The SLOs were leveled to match the corresponding nursing program level of fundamental nursing, beginning nursing, intermediate nursing, and advanced nursing practice. The program SLOs were also evaluated and rewritten to be measurable, concise and reflective of the total nursing program. These changes allowed us to easily map the course SLOs to the RN program goals.

Rubrics have been designed to ensure uniformity of scoring by all course faculty. The rubrics have been added to the students' syllabus for each nursing course and are reviewed with the students throughout the semester. This has improved grading by clearly describing the specific scoring criteria for each student assignment.

The data for all courses were analyzed in faculty meeting. All nursing courses must be evaluated within the context of the registered nursing program. The faculty has spent many hours analyzing the validity and reliability student performance outcome measures. Teaching methodologies, curriculum focus, and student interventions have been modified to improve student success.

## Fall 2014: Results

Nursing 50 – Fundamental Nursing						
SLO #1	Combined SLO Assessment Scores for 4 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	0	3	21	14	2	40
Percent age	0	7.5%	52.5%	35%	5%	100%

Nursing 51 – Beginning Nursing						
SLO #1	Combined SLO Assessment Scores for 4 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	1	2	18	13	7	40
Percent age	2%	4%	44%	32%	18%	100%

Nursing 52 – Intermediate Nursing

SLO #1	Combined SLO Assessment Scores for 8 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	2	5	42	21	6	76
Percent age	3%	7%	55%	27%	8%	100%

Nursing 53 – Advanced Nursing						
SLO #1	Combined SLO Assessment Scores for 8 sections, Fall 2014					
Score	0	1	2	3	4	TOTAL
Actual	0	2	35	26	9	72
Percent age	0	2%	49%	36%	13%	100%

#### Analysis:

During the 2014-2015 academic year, the outcomes for 24 sections of nursing courses were assessed by both the faculty team directly involved in each course and by the total nursing faculty. A total of 228 students were assessed in the use of nursing process in the standard nursing care plan.

#### Of the students:

Fundamental Nursing: 37 (93%) performed satisfactorily or above (a score of 2-4)

Beginning Nursing: 38 (95%) performed satisfactorily or above (a score of 2-4)

Intermediate Nursing: 69 (91%) performed satisfactorily or above (a score of 2-4)

Advanced Nursing: 70 (97%) performed satisfactorily or above (a score of 2-4)

The faculty has reviewed the curriculum across the registered nursing program to more clearly define the requirements for successfully demonstrating the use of nursing process in patient care. The RN program has also increased their use of tutoring and has added additional faculty guided study and review sessions. The validity and reliability of this assessment is supported through clinical practice proficiency. The students' ability to complete an adequate nursing care plan using nursing process is demonstrated during patient care in the clinical setting.

Resource Requests: Nursing Program resource requests were submitted in

Resource Requests. Nursing Program resource requests were submitted in the Program Review Annual Update.

### Spring 2015: Results

Nursing 50 – Fundamental Nursing						
SLO #2	Combined SLO Assessment Scores for 4 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	0	3	17	14	6	40
Percent age	0	8%	43%	35%	15%	100%

Nursing 51 – Beginning Nursing						
SLO #2	Combined SLO Assessment Scores for 4 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	1	2	18	13	7	40
Percent age	2%	4%	44%	32%	18%	100%

Nursing 52 – Intermediate Nursing						
SLO #2	Combined SLO Assessment Scores for 8 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	2	5	42	21	6	76
Percent age	3%	7%	55%	27%	8%	100%

Nursing 53 – Advanced Nursing						
SLO #2	Combined SLO Assessment Scores for 8 sections, Spring 2015					
Score	0	1	2	3	4	TOTAL
Actual	0	2	21	44	9	76
Percent age	0	2%	27%	58%	13%	100%



### Analysis:

During the 2014-2015 academic year, the outcomes for 24 sections of nursing courses were assessed by both the faculty team directly involved in each course and by the total nursing faculty. A total of 232 students were assessed in the use of nursing process in the standard nursing care plan.

#### Of the students:

Fundamental Nursing: 37 (93%) performed satisfactorily or above (a score of 2-4)

Beginning Nursing: 38 (95%) performed satisfactorily or above (a score of 2-4)

Intermediate Nursing: 69 (91%) performed satisfactorily or above (a score of 2-4)

Advanced Nursing: 74 (97%) performed satisfactorily or above (a score of 2-4)

The faculty has reviewed the curriculum across the registered nursing program to more clearly define the requirements for successfully demonstrating the use of nursing process in patient care. The RN program has also increased their use of tutoring and has added additional faculty guided study and review sessions. The validity and reliability of this assessment is supported through clinical practice proficiency. The students' ability to complete an adequate nursing care plan using nursing process is demonstrated during patient care in the clinical setting.

Resource Requests: Nursing Program resource requests were submitted in the Program Review Annual Update.

### Program Level Analysis:

The faculty is pleased to see consistency both across course sections and throughout the RN program. We believe this is a result of careful team work and analysis in maintaining expectations throughout the nursing program. This is also an expectation of the Board of Registered Nursing. Having the data support faculties diligence in analysis and implementation is a satisfactory outcome of our SLO review.

Program-wide Recommendations for Improvement: Faculty is hopeful that

Program wide recommendations for improvement. Faculty is hopeful that improved methods of data collection will be available. Currently, Elumen is very difficult to to use. We would like to see the program developed.

## **KATH 072 - SLO - Off-Season Conditioning Intercollegiate - Basketball**

### **Division - Natural Science**

#### **Student Learning Outcomes:**

1. Demonstrate a level of skill related fitness components (speed, power, agility, reaction time, balance and coordination).
2. Identify and apply the health related fitness components (cardiovascular endurance, flexibility, muscular strength and endurance, and body composition).
3. Design and assess an individual workout utilizing the F.I.T.T. (frequency, intensity, type and time) principle.

#### **Student Performance Objectives:**

1. Demonstrate improvement in physical strength, endurance, agility and speed.
2. Independently analyze the values of various workouts.
3. Formulate and assess solutions to attaining physical abilities which will enable them to compete in intercollegiate basketball.

#### **Course Content Outline:**

##### **1. Weight Training;**

- A. Plyometrics.
- B. Core training.
- C. Circuit training
- D. Progressive resistance.

##### **2. Aerobic Conditioning.**

##### **3. Individual Skill Development.**

##### **4. Strategies for Offense.**

##### **5. Strategies for Defense**

5. Strategies for Defense.
6. Attitude and Work Ethic
7. Rules.

**Methods of Instruction:**

1. Active participation.
2. Demonstrations.
3. Visualization and instructor feedback.
4. Peer review.

**Methods of Evaluation of Student Performance:**

1. Active participation.
2. Demonstration of proper techniques.
3. Comprehension of basic terminology.

**Assignments:**

1. Create a workout utilizing the F.I.T.T. principle.
2. Create a daily workout log to be submitted a week before the class ends.

**KATH 079-Off Season conditioning Volleyball**

Student Learning Outcome (SLO) assessed:

SLO 2: Identify and apply the health related fitness components.

Method of Assessment (describe assessment and attach rubric if available):  
During the course the students were taught the differences of cardiovascular endurance and muscular strength. This was assessed by the completion of a self-made work out program that involved both types of exercise for one week.

Rubric:

1. Identify the exercise, duration, and day(s) for muscular strength training.
2. Identify the exercise, duration, and day(s) for cardiovascular endurance training.

- Identify the day(s) for rest and why this is important.

Total Students Assessed: \_\_20\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	4	3	2	1	0
<i>Number of Students</i>	19	1			

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Every student succeeded in the SLO because we were able to break down many different individual exercises for both cardiovascular endurance and muscular strength endurance. This gave the students many different exercises they personally experienced to choose from, as well as why it is important.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

No student scored poorly.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Show the students why this is important to our body (benefits: i.e. heart health and bone health), and give many examples. By giving multiple examples the students can find exercises they like and will be more inclined to complete the exercises on a regular basis.

**Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)**

Light Barbells for the students who may not be able to use a 45 lbs barbell.

## **KATH 084 - SLO - Intercollegiate Sports - Basketball**

### **Student Learning Outcomes:**

1. Demonstrate a level of skill related fitness components (speed, power, agility, reaction time, balance and coordination).
2. Identify and apply the health related fitness components (cardiovascular endurance, flexibility, muscular strength and endurance, and body composition).
3. Identify and apply the fundamental rules of basketball.
4. Execute offensive and defensive techniques in practice.

### **Student Performance Objectives:**

1. Demonstrate improvement in physical strength, endurance, agility and speed.
2. Independently analyze the values of various workouts.
3. Learn to perform all skills and techniques related to playing basketball.
4. Understand and execute different offensive and defensive philosophies.

### **Course Content Outline:**

#### **1. Weight Training;**

- A. Plyometrics.
- B. Core training.
- C. Circuit training
- D. Progressive resistance.

#### **2. Aerobic Conditioning.**

#### **3. Individual Skill Development.**

- A. Passing.
- b. Shooting.

... shooting.

C. Dribbling

#### **4. Strategies for Offense.**

A. Half court sets.

B. Fast breaks.

C. Press breaks

D. Offense vs. zones

E. Offense vs. man to man

F. In-bound plays

#### **5. Strategies for Defense.**

A. Man to man.

B. Zone defenses

C. Presses.

#### **6. Attitude and Work Ethic**

#### **7. Rules.**

#### **Methods of Instruction:**

1. Active participation.
2. Demonstrations.
3. Visualization and instructor feedback.
4. Peer review.

#### **Methods of Evaluation of Student Performance:**

1. Active participation.
2. Demonstration of proper techniques.
3. Comprehension of basic terminology.

**Assignments:**

1. Demonstrate skill advancement through competitive play (practice/games).
2. Watch skill development through film watching with coach to evaluate growth.

**Course number and title: KATH 082 C - Intercollegiate Sports-Soccer (Men)**

**SLO number and text:**

1. Students will demonstrate an improved level of soccer fitness based on pre and post testing on a variety of soccer fitness activities.

**Assessment\*:**

The student's attempted maximum count of Push-ups and Sit-up's for 1 minute each. We use this as their baseline, as well as to ascertain their fitness level at the beginning of the semester. The test is administered once a week to document their progression throughout the semester.

**Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

**Data\*:**



Score	4	3	2	1	0
Percent (10 students)	70%	10%	10%	10%	0%

### **Analysis and Interpretation:**

MOST OF THE STUDENTS DID FAIRLY WELL WITH THE PUSH-UP AND SIT-UP 1 MINUTE EACH TEST ON INTITAL BASELINE TESTING. THE VAST MAJORITY OF STUDENTS SCORED ABOVE AVERAGE DUE TO THEIR MUSCULAR STRENGTH AND ENDURANCE. THE REST OF THE STUDENTS EXPRESSED LACK OF MUSCLUAR ENDURANCE AND ALTERED PROPER TECHNIQUE.

### **Closing the Loop (Reflections on previous Recommendations):**

This student learning outcome has not been assessed previously so the data would not be relevant for this particular assessment.

### **Recommendations for Improvement:**

The student having access to the weight lifting room to work on muscular strength and endurance would improve this outcome.

### **Resource Needs:**

Replace the artificial turf, widen the field sport lines, and single piece

replace the artificial turf, widen the field sport lines, and single piece covers for the triple jump pit, long jump pit, pole vault pit and running lanes.

IPAD with tri-pod for recording practice sessions and games to later review with the students and providing a visual analysis.

Support staff to be available for equipment and uniform pick-up.

**Course number and title: KATH 089 A - Intercollegiate Sports-Soccer (Men)**

**SLO number and text:**

1. Students will demonstrate an improved level of soccer fitness based on pre and post testing on a variety of soccer fitness activities.

**Assessment\*:**

The students performed the Cooper's Test which consists of running 8 laps around the track under 12 minutes. We use this as their baseline, as well as to ascertain their fitness level at the beginning of the semester. The test is administered once a week to document their progression throughout the semester.

**Rubric:**

- 4** - Student applies the correct techniques through demonstration at an exemplary level.
- 3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

**Data\*:**

Score	4	3	2	1	0
Percent (17 students)	12%	35%	29%	18%	0%

**Analysis and Interpretation:**

MOST OF THE STUDENTS DID NOT FAIR WELL WITH THE COOPER'S TEST ON INTITAL BASELINE TESTING. THE VAST MAJORITY OF STUDENTS SCORED BELOW AVERAGE DUE TO THEIR LACK OF CARDIOVASCULAR CONDITIOING. THE REST OF THE STUDENTS COMPLETED THE TEST UNDER THE REQUIRED 12 MINUTES WHICH SHOWS THAT THEY HAD CARDIOVASCULAR CONDITIONING FITNESS BEFORE THE BEGINNING OF THE SEMESTER.

**Closing the Loop (Reflections on previous Recommendations):**

These student learning outcome has not been assessed previously so the data would not be relevant for this particular assessment.

— . . . — .

### **Recommendations for Improvement:**

Replace the artificial turf, widen the field sport lines, and single piece covers for the triple jump pit, long jump pit, pole vault pit and running lanes

### **Resource Needs:**

- IPAD with tri-pod for recording practice sessions and games to later review with the students and providing a visual analysis.
- Support staff to be available for equipment and uniform pick-up.

**Course number and title: KATH 089 B - Intercollegiate Sports-Soccer (Men)**

### **SLO number and text:**

1. Students will demonstrate an improved level of soccer fitness based on pre and post testing on a variety of soccer fitness activities.

### **Assessment\*:**

The students performed 10 shots with their dominant foot and 10 shots with their non-dominant foot at 25 yards out test. We use this as their baseline, as well as to ascertain their fitness level at the beginning of the semester. The test is administered three times a week to document their progression throughout the semester.

### **Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

**Data\*:**

Score	4	3	2	1	0
Percent (13 students)	23%	46%	31%	0%	0%

**Analysis and Interpretation:**

THE MOST OF THE STUDENTS FAIR WELL WITH THE 25 YARDS OUT 10 SHOT TEST ON INTITAL BASELINE TESTING. THE VAST MAJORITY OF STUDENTS SCORED ABOVE AVERAGE DUE TO THEIR KICKING THE BALL ON TARGET TO THE SOCCER GOAL. THE REST OF THE STUDENTS KICKED THE BALL AWAY FROM THE GOAL, THEY WERE INSTRUCTED ON MAKE ADJUSTMENTS TO THEIR FOOT PLACEMENT ON THE BALL AS TO CORRECT THE ERRORS.

**Closing the Loop (Reflections on previous Recommendations):**

These student learning outcome has not been assessed previously so the data would not be relevant for this particular assessment.

**Recommendations for Improvement:**

Replace the artificial turf, widen the field sport lines, and single piece covers for the triple jump pit, long jump pit, pole vault pit and running lanes

**Resource Needs:**

IPAD with tri-pod for recording practice sessions and games to later review with the students and providing a visual analysis.

Support staff to be available for equipment and uniform pick-up.

**Course number and title:** KATH 090 Intercollegiate Sports- Softball

**SLO number and text:** SLO #3 Summarize and demonstrate various defensive and offensive strategies in a practice and game setting.

**Assessment\*:** This Student learning outcome is assessed throughout the semester. Defensive and offensive game strategies are countless. Every game and every practice situations are assessed.

**Rubric:**

### Defense/Offense

Criteria	Ratings	
Execution of tactical game strategies that will put the student in a position for possible success	Proficient: the student showed sufficient knowledge in decision making and execution of the process towards achieving success	Needs improvement: Student lacked knowledge and execution of correct decisions for successful outcomes

### Data\*:

Score	Proficient	Needs Improvement
Percent	88%	12%

### Analysis and Interpretation:

88% of the students were able to execute and analyze tactical strategies both offensively and defensively that would lead to a position of success (i.e. recording an out, getting a base hit or scoring a run)

### Closing the Loop (Reflections on previous Recommendations):

The process of this SLO is what needs to be examined. The student cannot be graded on purely results. Executing strategies are more processed oriented and the student had open dialogue with instructor and other classmates on how to improve skills.

### Recommendations for Improvement:

— . . . . .

This class needs to be taken several times to help continue to show improvement

### Resource Needs:

Bats, Helmets, defensive and Offensive balls

### KATH 093-Off Season Intercollegiate Athletics-Cross Country

Student Learning Outcome (SLO) assessed: # 2 Identify and apply the health related fitness components (cardiovascular endurance, flexibility, muscular strength/endurance and body composition).

Method of Assessment (describe assessment and attach rubric if available):

Through one on one and group discussion while identifying the components with the student does assessment take place. Tempo running (lactate threshold training) is where the student starts to understand the friction of the cardiovascular system and endurance. During hill, plyometric, and weight lifting is when the student creates and understanding of flexibility, muscular strength/endurance and body composition. The student must demonstrate proper technique to the instructor as well as new members of the class.

Total Students Assessed: 32

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	13	10	6	3	



What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

The student's prior practice with the instructor, a committed attitude in mastering the SLO and attendance.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The student's attendance on the days that assessment was taking place and less experience with functional movements.

What suggestions would you recommend to help more students achieve success with this SLO?

A greater commitment to mastering body movements that relate to performance.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

The use of cameras to help visual learners with their own body movement in addition applications with motion sensitive video.

#### **KATH 094-Off Season Intercollegiate Athletics-Volleyball**

Student Learning Outcome (SLO) assessed:

SLO 1: Demonstrate a level of skill related fitness components.

Method of Assessment (describe assessment and attach rubric if available):

During the course the students were taught the technique of a squat. This exercise requires power, balance, and coordination. Each student was evaluated on the specific technique taught in class

was evaluated on the specific technique taught in class.

Rubric on performance:

1. Was the student bending at both the knees and hip?
2. Was the student's knees behind the toes?
3. Was the student's weight on their heels?
4. Was their back straight?
5. Was the student able to make a 90 degree angle at the knee?

Total Students Assessed: 12

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	10	2			

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Every student was able to succeed on this SLO with correct technique because the student had to master the technique before moving on. For example, we started with body weight squats which each student had to master before moving on to using a barbell. Before moving on to adding weight the student must master the use of the bar.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

No student scored poorly.

What suggestions would you recommend to help more students achieve success with this SLO?

Show the students why this is important to our body (benefits: i.e.

bone health). The students were able to master the technique before moving on to any weight. This helped them learn correctly as well as keep them from injuring themselves.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Light Barbells for the students who may not be able to use a 45 lbs barbell.

**Course: KATH 078 -Intercollegiate Athletics Off Season conditioning--Trackand Field**

Student Learning Outcome (SLO) assessed: # 2 Identify and apply the health related fitness components (cardiovascular endurance, flexibility, muscular strength/endurance and body composition).

Method of Assessment (describe assessment and attach rubric if available):

Through one on one and group discussion while identifying the components with the student does assessment take place. Tempo running (lactate threshold training) is where the student starts to understand the friction of the cardiovascular system and endurance. During hill, plyometric, and weight lifting is when the student creates and understanding of flexibility, muscular strength/endurance and body composition. The student must demonstrate proper technique to the instructor as well as new members of the class.

Total Students Assessed: 24

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	13	6	4	1	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

There prior practice with the instructor, a committed attitude in mastering the SLO and attendance.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The student's attendance on the days that assessment was taking place and less experience with functional movements.

What suggestions would you recommend to help more students achieve success with this SLO?

A greater commitment to mastering body movements that relate to performance.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

The use of cameras to help visual learners with their own body movement in addition applications with motion sensitive video.

**KATH 086-Intercollegiate Athletics-Football**

**Student Learning Outcome (SLO) assessed:**

2. Execute advanced skill techniques required to participate in football at the intercollegiate level.

**Method of Assessment (describe assessment and attach rubric if available):**

Student athletes should be able to understand football strategies, basic fundamentals and techniques learned from film study and apply them into their daily practice regime.

RUBRIC

3. Student consistently demonstrates the ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates the ability to integrate new plays and schemes on a weekly basis.

2. Student consistently demonstrates a **moderate** ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates a **moderate** ability to integrate new plays and schemes on a weekly basis.

1. Student consistently demonstrates a **limited** ability to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student consistently demonstrates **limited** ability to integrate new plays and schemes on a weekly basis.

0. Student demonstrates **no ability** to understand football strategies, basic fundamentals and techniques learned in film study and apply them in practice. Student demonstrates **no ability** to integrate new plays and schemes on a weekly basis.

**Total Students Assessed:** 57

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>					

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).**

Having assistant coaches in film study and at practices helped student athletes in their progress in mastering the techniques and basic fundamentals needed for success.

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

Factors that may have influenced students who performed poorly were lack of modern equipment on the field and the challenges of balancing being a successful student athlete.

**What suggestions would you recommend to help more students achieve success with this SLO?**

Increase the amount of available fulltime assistance coaches as well as professional development funding for the coaching staff.

**Funding needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)**

Equipment

- Sleds (5 man and 3 man)
- Non-contact equipment (step over bags, tackling bags, cones, simulation barrels {10}, scout caps {30}, practice period clock and an additional athletic trainer {to provide adequate treatment and rehabilitation.
- iPads to download instructional videos after practice and at home.

KATH 085-Intercollegiate Athletics-Cross Country

1. Upon completion of this course the student athlete will be able to run 12 miles.
2. The student athlete will be able to identify and demonstrate the concepts relating to
  - a. Tempo running
  - b. Interval training
  - c. Hill training
  - d. Fartlek training
  - e. Stretching
  - f. Plyo-metrics and strength training
  - g. Running Economy (mechanics)
  - h. Racing Strategies

3. The student athletes will perform in competition a three or four mile run.
4. The student athlete will recall and explain the rules and regulations pertaining to scoring and competing in a cross country meet.

### **Assessment:**

Instructor assessed the athlete's practices and competitions during the first half of the semester using the SLO for this course.

### **Results & Analysis:**

Student - athletes have shown a 100% improvement in all areas of the SLO from day 1 of the course and from previous experience in the sport of cross country.

### **Recommendations for Improvement:**

Upon further discussion with the student-athletes, we realized that they can attain increased improvement in the SLO's mentioned above by improved attendance, accountability and communication.

3.

<b>Course number and Name: KATH 91 Intercollegiate Sports Swimming and Diving</b>
<b>SLO Number and Text</b> A. Have a basic understanding of the 4 competitive strokes, (butterfly, backstroke, breaststroke and freestyle,) into level diving and the skills and mechanics which accompany them at the competitive level (starts, pull-downs, turns, finishes, approach, etc.)
<b>Assessment Description:</b>

A Student will swim Four lengths of the pool as follows: 1-Right Arm Only; 2-Left arm only & 3&4 both arms in a "Full-stroke pattern" according to the stroke being demonstrated.

1. Students will be assessed based on Five Points In Their Swimming Technique.

#1 – head Position

#2-Body Position

#3-Kick

#4-Pull Pattern

#5 Breathing Pattern

2. Frequency is measured during their six cycles as follows

Level 1 – Zero to One Time

Level 2 – One or Two Times

Level 3 – Three or Four Times

Level 4 – Able but Not All the Time

Level 5 – All the Time

#### Rubric Used:

<b>Position</b>	<b>Zero to 1 Time (1)</b>	<b>1 or 2 Times (2)</b>	<b>3 or 4 Times (3)</b>	<b>Able But Not All The Time (4)</b>	<b>All The Time (5)</b>	<b>Evaluation Total (1-5)</b>
<b>Head Position</b>						
<b>Body Position</b>						
<b>Kick</b>						
<b>Pull Pattern</b>						
<b>Breathing Pattern</b>						
<b>Full Stroke</b>						

#### Results (preferably in tabular form) Example Below:

<b>PERCENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(total # of students)	<b>90%</b>	<b>5%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>



**Analysis of Results:**

**An Individual visual assessment.** Explanation was given to each student with an oral evaluation of what was seen. There is a direct correlation between number of attempts and success.

**Repetitive skills begin to take affect at the 5<sup>th</sup> day of attempting the skill and after 10<sup>th</sup> day of attempting the skill, then the motor pattern is developed. From here the rate of improvement varies with the skill level. Some take longer than others to “see” their change in their “Mind’s Eye”.**

**Resource Requests:**

I Pad and App called “Coaches Eye”. These would enable student to see for themselves the evaluation and with Coach’s Eye the can see a linear method of correction.

4.

**Course number and Name: KATH 95 Intercollegiate Sports Water Polo**

**SLO Number and Text** 2. Have a basic understanding of the conditioning necessary to play Women’s Water Polo at the intercollegiate level.

**Assessment Description:**

A Student will swim “Two to Two’s” for eight minutes while changing ends every 35 Seconds. Indicated by the sound of a whistle, “Four Rounds” with three minutes rest while doing eggbeater kick in the middle of the pool between “Rounds”.

Students will be assessed based on Five Points In Their Swimming Conditioning Level based on:

#1 – The time it takes to swim between the “Two’s”.

#2 - The Level of Kick within the stroke while swimming.

#3 – The technique of using “High Elbows”

#4 – The technique of maintain a Head Up position

#5 – The endurance to complete the four sets of eight minute sessions.

1. Frequency is measured by how many seconds the student rests once they complete the length of the course.

Level 1 – Zero to 3 Seconds

Level 2 – 3 to 6 Seconds

Level 3 – 7 to 10 Seconds

Level 4 – 11 to 15 Seconds

Level 5 – 16 Seconds or more

**Rubric Used: (I have a copy of the GENERIC Rubric)**

Position	Zero to 3 Seconds (1)	3 to 6 Seconds (2)	7 to 10 Seconds (3)	11 to 15 Seconds (4)	16 Seconds or more (5)	Evaluation Total (1-5)
..						

Head Position						
Body Position						
Kick						
Pull Pattern						
Breathing Pattern						
Full Stroke						

**Results (preferably in tabular form) Example Below:**

PERCENT	5	4	3	2	1
(total # of students)	25%	25%	25%	20%	5%

**Analysis of Results:** Explain what did you learn or find out from the results above.

An Individual visual assessment. Explanation was given to each student with an oral evaluation of what was seen. There is a direct correlation between number of attempts and success. Repetitive skills begin to take affect at the 10<sup>th</sup> day of attempting the skill and after 20<sup>th</sup> day of attempting the skill, then the Cardio-Respiratory condtioning pattern is developed. From here the rate of improvement varies with the skill level. Some take longer than others to “see” their change in their “Mind’s Eye”.

### **KATH 083-Intercollegiate Badminton**

Student Learning Outcome (SLO) assessed: 3. Execute offensive and defensive techniques in practice and game situations

#### **Method of Assessment**

This course required students to demonstrate improvement of physical strength, endurance, speed and physical abilities which will prepare them to improve their performance and to compete in intercollegiate badminton.

Assessment of this course included

Assessment of this course included

- President's challenge Adult Fitness Test:  
This test provides a way to get an estimate of students' aerobic fitness, muscular strength, endurance, flexibility and body composition. (Pre- and post-test comparison will determine amount of improvement)
- Weight training: improvement of number of repetitions, increase in amount of weight/sets and decrease in amount of rest time between sets

Total Students Assessed: 17

### Rubric:

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i>M</i> <i>a</i> <i>s</i> <i>t</i> <i>e</i> <i>r</i> <i>y</i>	<i>A</i> <i>c</i> <i>c</i> <i>o</i> <i>m</i> <i>p</i> <i>l</i> <i>i</i> <i>s</i> <i>h</i> <i>e</i> <i>d</i>	<i>A</i> <i>d</i> <i>e</i> <i>q</i> <i>u</i> <i>a</i> <i>t</i> <i>e</i>	<i>D</i> <i>e</i> <i>v</i> <i>e</i> <i>l</i> <i>o</i> <i>p</i> <i>i</i> <i>n</i> <i>g</i>	<i>I</i> <i>n</i> <i>a</i> <i>d</i> <i>e</i> <i>q</i> <i>u</i> <i>a</i> <i>t</i> <i>e</i>
	4	3	2	1	0
<i>N</i>					

u m b e r o f S t u d e n t s		4	8	5	0
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What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

I strongly feel that the commitment and determination of students who regularly attended class contributed to their success on this SLO. We get a lot of beginning badminton players interested in competing. They do not fuy understand the rules for offensive or defensive schemes.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

*The factor that influenced students who scored poorly on this SLO is the early class time (7:00am). The majority of the students in this class are taking public transportation to school. Many of them arrived late or missed class.*

What suggestions would you recommend to help more students achieve success with this SLO?

I suggest that this class be offered at a later time in the day to improve the success with this SLO

Funding needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

*Facilities or adequate but we need support staff in the equipment room and the trainers to take our program seriously. We also need an equipment budget adequate to our needs.*

**Course number and title:** KATH 090 Intercollegiate Sports- Baseball

**SLO number and text:** SLO #3 Summarize and demonstrate various defensive and offensive strategies in a practice and game setting.

**Assessment\*:** This Student learning outcome is assessed throughout the semester. Defensive and offensive game strategies are countless. Every game and every practice situations are assessed.

**Rubric:**

No Evidence 0	Inadequate 1	Adequate 2	Mastery 3
Student did not take the assessment or showed no evidence of achievement in this area.	Student expresses a change notion in this area, but shows little to no embarking on improvement in this assessment.	Student has expressed a goal and change within improvement of this assessment but effort and commitment fluctuates.	Student shows significant evidence by demonstrating proficiency with a positive and motivated attitude.

**Data\*:**

Score	4	3	2	1	0
Percent (35 students)	18/51%	15/44%	2/5%	0	0%

(55 students)	10/51%	10/44%			
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### **Analysis and Interpretation:**

95% of the students were able to execute and analyze tactical strategies both offensively and defensively that would lead to a position of success (i.e. recording an out, getting a base hit or scoring a run)

### **Closing the Loop (Reflections on previous Recommendations):**

The process of this SLO is what needs to be examined. The student cannot be graded on purely results. Executing strategies are more processed oriented and the student had open dialogue with instructor and other classmates on how to improve skills.

### **Recommendations for Improvement:**

This class needs to be taken several times to help continue to show improvement

### **Resource Needs:**

Ice/water for an off campus sport, increased support staff support

## FALL 2015 SLO Assessment Results Form

Instructor:   Lindsey Jang  

Course:   Photo 26a, Beginning Filmmaking  

CRN:   71136  

Student Learning Outcome (SLO) assessed:

SLO #1. Describe the filmmaking process.

Method of Assessment (describe assessment and attach rubric if available):

On a written test, students were asked to

List the typical six phases of a movie project, and summarize what happens in each. Half a point for each.

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Score</b></i>	6pts	4.0–5.5pts	3.0–3.5pts	2.0–2.5pts	0–1.5pts

Total Students Assessed:   16  

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>		5	2	1	8

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear lecture on topic with clear lecture notes.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Some students may have poor test preparation. Some students may be overwhelmed with perceived amount of course material.

What suggestions would you recommend to help more students achieve success with this SLO?

Test this specific material later in the semester, after students have actually gone through the whole filmmaking process and experienced the specific phases of a project.

## FALL 2015 SLO Assessment Results Form

Instructor:   Lindsey Jang  

Course:   Photo 26a, Beginning Filmmaking  

CRN:   71136  

Date of Assessment: October 29, 2015

Student Learning Outcome (SLO) assessed:

SLO #1. Describe the filmmaking process.

Method of Assessment (describe assessment and attach rubric if available):

On a written test, the Midterm Exam, students were asked to

List the typical six phases of a movie project, and summarize what happens in each. Half a point for each.

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Score</b></i>	6pts	4.0–5.5pts	3.0–3.5pts	2.0–2.5pts	0–1.5pts

Total Students Assessed:   17  

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	6	8	0	1	2

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear lecture on topic with clear lecture notes.

Testing students again supported their continued study of topic.

Making actual projects provided experience in the actual phases of filmmaking.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

What suggestions would you recommend to help more students achieve success with this SLO?

Test this specific material later in the semester, after students have actually gone through the whole filmmaking process and experienced the specific phases of a project.



## FALL 2015 SLO Assessment Results Form

Instructor:   Lindsey Jang  

Course:   Photo 26a, Beginning Filmmaking  

CRN:   71137  

Student Learning Outcome (SLO) assessed:

1. Describe the filmmaking process.

Method of Assessment (describe assessment and attach rubric if available):

On a written test, students were asked to

List the typical six phases of a movie project, and summarize what happens in each. Half a point for each.

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Score</b></i>	6pts	4.0–5.5pts	3.0–3.5pts	2.0–2.5pts	0–1.5pts

Total Students Assessed:   20  

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	6	2	2	5

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear lecture on topic with clear lecture notes.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Some students may have poor test preparation. Some students may be overwhelmed with perceived amount of course material.

What suggestions would you recommend to help more students achieve success with this SLO?

Test this specific material later in the semester, after students have actually gone through the whole filmmaking process and experienced the specific phases of a project.

## FALL 2015 SLO Assessment Results Form

Instructor:   Lindsey Jang  

Course:   Photo 26a, Beginning Filmmaking  

CRN:   71137  

Date of Assessment: October 28, 2015

Student Learning Outcome (SLO) assessed:

1. Describe the filmmaking process.

Method of Assessment (describe assessment and attach rubric if available):

On a written test, the Midterm Exam, students were asked to

List the typical six phases of a movie project, and summarize what happens in each. Half a point for each.

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Score</b></i>	6pts	4.0–5.5pts	3.0–3.5pts	2.0–2.5pts	0–1.5pts

Total Students Assessed:   20  

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	15	5	0	0	0

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Clear lecture on topic with clear lecture notes.

Testing students again supported their continued study of topic.

Making actual projects provided experience in the actual phases of filmmaking.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

What suggestions would you recommend to help more students achieve success with this SLO?

## FALL 2015 SLO Assessment Results Form

Instructor: \_\_Lindsey Jang\_\_

Course: \_\_Photo 26c, Advanced Filmmaking\_\_ CRN: \_\_71138\_\_

Student Learning Outcome (SLO) assessed:

SLO #3: Think critically, i.e. recognize and analyze the technical qualities, formal elements, creative choices and aesthetic effects of their own and others' work.

Method of Assessment (describe assessment and attach rubric if available):

Students were asked to critique pitch presentations of other students' proposed film projects. Students were assessed on their ability to identify the strengths and weaknesses of their classmates' presentations. They were also assessed on their ability to articulate their analysis and suggestions for improvement of the pitch or the project.

Total Students Assessed: \_\_15\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	5	5	2	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Students were given a list of criteria for a good pitch presentation.  
Instructor modeled a critique of a presentation.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

English as a second language for some students. Some students' personalities make them more reticent to participate in critiques.

What suggestions would you recommend to help more students achieve success with this SLO?

Instructor might try taking turns calling on each student throughout critique period.

# SLO Performance Report

by SLO

*A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.*

*This report presents the number and percent of assessment scores at each mastery level for each student learning outcome.*

PLGL

Date: 10/07/2015

Courses: All Courses

SLOs: ISLOs

Terms: Spring 2015, Fall 2014, Spring 2014

SLO: 1.1 - Reading: Read and comprehend written material critically and effectively at the appropriate program level.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

SLO: 1.2 - Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	4.49%	1	0.32%	17	5.45%	44	14.10%	236	75.64%
Spring 2015	15	5.05%	0	0.00%	6	2.02%	72	24.24%	204	68.69%
Overall	56	6.97%	4	0.50%	39	4.86%	146	18.18%	558	69.49%

SLO: 1.3 - Listening: Listen actively, respectfully, and critically.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

SLO: 1.4 - Creative Communication: Create or communicate through speech, music, art, and/or performance.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 2.1 - Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 2.2 - Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	28	12.28%	15	6.58%	37	16.23%	30	13.16%	118	51.75%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	53	6.97%	16	2.11%	60	7.89%	142	18.68%	489	64.34%

**SLO: 2.3 - Quantitative Reasoning: Use Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	10	34.48%	0	0.00%	1	3.45%	6	20.69%	12	41.38%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	10	34.48%	0	0.00%	1	3.45%	6	20.69%	12	41.38%

**SLO: 3.1 - Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 3.2 - Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 3.3 - Technological Literacy: Apply technology effectively to locate, interpret, organize, and present information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	4.49%	1	0.32%	17	5.45%	44	14.10%	236	75.64%
Spring 2015	15	5.05%	0	0.00%	6	2.02%	72	24.24%	204	68.69%
Overall	56	6.97%	4	0.50%	39	4.86%	146	18.18%	558	69.49%

**SLO: 4.1 - Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	1	2.44%	40	97.56%
Spring 2015	4	11.11%	0	0.00%	0	0.00%	3	8.33%	29	80.56%
Overall	4	5.19%	0	0.00%	0	0.00%	4	5.19%	69	89.61%

**SLO: 4.2 - Effective Citizenship: Demonstrate an understanding of the requirements for being a informed, ethical, and active citizen of the local community, California, the nation, and the world.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	2	2.44%	80	97.56%
Spring 2015	8	11.11%	0	0.00%	0	0.00%	6	8.33%	58	80.56%
Overall	8	5.19%	0	0.00%	0	0.00%	8	5.19%	138	89.61%

**SLO: 5.1 - Awareness of Mind and Body : Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	1	2.44%	40	97.56%
Spring 2015	4	11.11%	0	0.00%	0	0.00%	3	8.33%	29	80.56%
Overall	4	5.19%	0	0.00%	0	0.00%	4	5.19%	69	89.61%

**SLO: 5.2 - Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

# SLO Performance Report

by SLO

*A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.*

*This report presents the number and percent of assessment scores at each mastery level for each student learning outcome.*

PLGL

Date: 10/07/2015

Courses: All Courses

SLOs: ISLOs

Terms: Spring 2015, Fall 2014, Spring 2014

SLO: 1.1 - Reading: Read and comprehend written material critically and effectively at the appropriate program level.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

SLO: 1.2 - Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	4.49%	1	0.32%	17	5.45%	44	14.10%	236	75.64%
Spring 2015	15	5.05%	0	0.00%	6	2.02%	72	24.24%	204	68.69%
Overall	56	6.97%	4	0.50%	39	4.86%	146	18.18%	558	69.49%

SLO: 1.3 - Listening: Listen actively, respectfully, and critically.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
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Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

SLO: 1.4 - Creative Communication: Create or communicate through speech, music, art, and/or performance.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO: 2.1 - Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.										
	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 2.2 - Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	28	12.28%	15	6.58%	37	16.23%	30	13.16%	118	51.75%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	53	6.97%	16	2.11%	60	7.89%	142	18.68%	489	64.34%

**SLO: 2.3 - Quantitative Reasoning: Use Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	10	34.48%	0	0.00%	1	3.45%	6	20.69%	12	41.38%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	10	34.48%	0	0.00%	1	3.45%	6	20.69%	12	41.38%

**SLO: 3.1 - Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 3.2 - Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	5.17%	1	0.37%	17	6.27%	43	15.87%	196	72.32%
Spring 2015	11	4.21%	0	0.00%	6	2.30%	69	26.44%	175	67.05%
Overall	52	7.16%	4	0.55%	39	5.37%	142	19.56%	489	67.36%

**SLO: 3.3 - Technological Literacy: Apply technology effectively to locate, interpret, organize, and present information using appropriate research tools.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	27	13.92%	3	1.55%	16	8.25%	30	15.46%	118	60.82%
Fall 2014	14	4.49%	1	0.32%	17	5.45%	44	14.10%	236	75.64%
Spring 2015	15	5.05%	0	0.00%	6	2.02%	72	24.24%	204	68.69%
Overall	56	6.97%	4	0.50%	39	4.86%	146	18.18%	558	69.49%

**SLO: 4.1 - Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	1	2.44%	40	97.56%
Spring 2015	4	11.11%	0	0.00%	0	0.00%	3	8.33%	29	80.56%
Overall	4	5.19%	0	0.00%	0	0.00%	4	5.19%	69	89.61%



**SLO: 4.2 - Effective Citizenship: Demonstrate an understanding of the requirements for being a informed, ethical, and active citizen of the local community, California, the nation, and the world.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	2	2.44%	80	97.56%
Spring 2015	8	11.11%	0	0.00%	0	0.00%	6	8.33%	58	80.56%
Overall	8	5.19%	0	0.00%	0	0.00%	8	5.19%	138	89.61%

**SLO: 5.1 - Awareness of Mind and Body : Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	1	2.44%	40	97.56%
Spring 2015	4	11.11%	0	0.00%	0	0.00%	3	8.33%	29	80.56%
Overall	4	5.19%	0	0.00%	0	0.00%	4	5.19%	69	89.61%

**SLO: 5.2 - Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.**

	0 - Inadequate		1 - Developing		2 - Adequate		3 - Accomplished		4 - Mastery	
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**Annual Assessment Report 2015 – Portuguese  
Fall 2014**

**Portuguese 1**

**SLO#1**

Using acceptable pronunciation and intonation generate simple conversations that effectively apply basic listening and speaking skills.

**Assessment:**

For this assessment, an Oral Exam was given to the students while working in groups of 3-4. Students were paired up with classmates at the same level of communication skills. Each group was given 10 minutes for preparation of a situation based on a topic from the textbook. After their preparation, the students engaged in a 5-7 minute activity and were evaluated on the following performance criteria: 1) Content/ Information Conveyed/Interaction, 2) Comprehensibility/ Pronunciation, 3) Fluency, 4) Vocabulary, and 5) Grammar.

Students were assessed at the end of each chapter in the textbook, about once every three weeks.

**Rubric Grading Scale:** see below

**Summary of results based on SLO data: 1 section with 19 students**

Score	Mastery	Accomplished	Adequate / Developing	Inadequate
Percent (19 students)	27%	57%	16%	0%

**Analysis and Interpretation:** Results for the SLO are based on a small sample size, only one section of Portuguese 1 was offered in the fall semester.

The results are quite acceptable. When data for “adequate/developing” is included, one hundred percent (100%) percent achieved the outcome. The addition of *MyPortugueseLab*, with its varied online activities including situational videos and interactive exercises, has had a positive effect.

The assessment tool is appropriate and the addition of the rubric has facilitated evaluation and enhanced students’ understanding of their score.

**Recommendations for Improvement:**

**Process:** The SLOs for Portuguese were recently revised; the rubric, adopted from the Portuguese program at UCLA, could be simplified to streamline the evaluation process; the assessment tool is appropriate and provides an excellent opportunity for students and instructor to gauge their progress in the course and attainment of course objectives.

**Results:** In order to improve the performance of the students found at the minimum level of performance, more conversational situations need to be given throughout the semester. This would result in a slight change in pedagogy in order to build in more opportunities for meaningful and relevant conversation in an introductory level course. The course content does not need to be changed; the material covered is on par with what students at UCLA study in the equivalent course. Performance goals for future assessment cycles are to include more conversational situations throughout the semester.

**Resource Needs:**

To improve outcomes: Provide Learning Assistance Center tutor(s) to enable students to practice conversation and/or review language outside of the classroom. While students now have access to *My Portuguese Lab*, the opportunity to converse face-to-face with a tutor would definitely be beneficial.

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**Portuguese 140**

**SLO #1**

Recognize and produce the sounds of the Portuguese alphabet.

**Assessment:**

The assessment involved recognizing and pronouncing the nasal and oral vowel pairs. The instructor read passages featuring the target sounds and working with a list, students identified the words as they heard them. After they had

finished this activity, students were placed in groups of 3 and given 5 minutes to compare the words that they had selected. As the discussed the vowel sounds, the instructor assisted when there were disagreements by repeating the word (s) in question so that students would identify the sounds without being directly told which one(s) they had heard. Once everyone had completed this portion of the activity, they were given another passage; however, this time they had to read it aloud while their partners identified the vowels. As the groups worked on this, the instructor called on individuals and asked them to repeat words featuring the sounds after him. The students' pronunciation was evaluated. Assessments took place approximately every two weeks during the semester, at the end of each unit in the textbook.

**Rubric Grading Scale:** see below

**Summary of results based on SLO data: 1 section with 11 students participating**

Score	Mastery	Accomplished	Adequate / Developing	Inadequate
Percent (11 students)	32%	16%	55%	0%

**Analysis and Interpretation:** Results for the SLO are based on a small sample size; only one section of Portuguese 140 was offered in the fall semester. The results are reasonable when considering that five of the eleven students assessed were not concurrently enrolled in Portuguese 1, which would have afforded them additional contact with the language. When data for "adequate/developing" is included, one hundred percent (100%) percent achieved the outcome. The assessment tool is appropriate; the rubric facilitated evaluation and enhanced students' understanding of their score.

**Recommendations for Improvement:**

**Process:** The SLOs for Portuguese 140 have not been revised since the course's creation in 2008. However, given that the course has only been offered once in that time, it is difficult to determine whether the SLOs need to modification. The rubric is adapted from one used by the Portuguese program at UCLA and is easy to use and understand. After being used this one time, it does not appear to need revision.

**Results:** It is difficult to suggest pedagogical changes based on only one semester's experience. Likewise, there are currently no suggestions for course content changes. Performance goals for future assessment cycles could conceivably include use of recording devices in order to more closely monitor and evaluate student pronunciation.

**Resource Needs:**

To improve outcomes: Mastering correct pronunciation of Portuguese is generally challenging for students, especially for those who already speak another Romance language. Providing Learning Assistance Center tutor(s) to enable students to practice pronunciation and/or review language outside of the classroom would definitely be beneficial. Also, as observed above, use of recording devices could enhance evaluation. One suggestion would be for the class to meet in the Languages' Lab (D301) periodically to take advantage of the equipment currently available.

**Spring 2015**

***Portuguese 2 – No course was offered***

**Recommendations:**

Portuguese 2 was cancelled due to low enrollment. As has been noted in previous years' reports, it would be ideal to offer more than one section of Portuguese 1 in the fall semester in order to ensure the viability of Portuguese 2 in the spring. Historically, we have been able to offer only one section of each course per semester and to date we have not been able to offer Portuguese 3 or 4. Fall semester 2014 was the first time that Portuguese 140, Pronunciation, has been offered since its creation. Portuguese 150A and 150B, Portuguese for Travel and Business, have never been offered.

**Resource needs:**

To improve outcomes:

Provide Learning Assistance Center tutor(s) to enable students to practice conversation and/or review language outside of the classroom.

### SLO #1 Rubric: Portuguese 1

# of pts	Content/information conveyed/interaction	Comprehensibility/Pronunciation	Fluency	Vocabulary	Grammar
4	Contributes relevant information. Develops ideas by speaking in multiple sentences. Consistent performance across entire activity. Is pivotal in maintaining interaction. Initiates interaction. Consistently responds to others' comments/ideas.	Stays in target language and comprehensibility not affected by errors. Rhythm and intonation are very good.	Speech natural and continuous; no unnatural pauses	Demonstrates extensive vocabulary. No use of English. Almost always uses appropriate word. Rarely if ever searches for words.	Uses appropriate syntax and morphological form. Controls most structures used (consistently high performance). Few error types.
3	Contributes relevant information. Some development of ideas but tends to use single sentences. Performance not consistent across the entire activity. Helps maintain/initiates interaction. Often responds to others' ideas.	Stays in target language but there are minor errors in pronunciation and comprehensibility sometimes affected.	Speech generally natural and continuous; only slight stumbling or unnatural pauses	Demonstrates a large vocabulary. No use of English words. Almost always uses appropriate word. Seldom misses or searches for words.	Uses mostly appropriate syntax and morphological forms according to the level. Controls some structures used (some inconsistency in performance). Errors are infrequent
2	Contributes adequate information. Not much development of ideas. Almost always speaks in single sentences. Rarely helps maintain the interaction OR dominates the interaction.	Sometimes uses English or another language and/or pronunciation is weak and impedes or affects comprehensibility.	Some definite stumbling, but manages to rephrase or continue	Demonstrates moderate size vocabulary. Sometimes uses English or invents words. Frequently misses or searches for words.	Uses inappropriate syntax and morphological forms. Controls very few structures. Errors are frequent. Produces simplified structures, does not produce structures appropriate to level.
1	Contributes little information or information lacks substance, is superficial, inappropriate, or irrelevant. Speaks in single sentences or only in phrases. OR definitely dominates the interaction.	Overuse of English and/or comprehensibility is an issue and/or major pronunciation errors are excessive for this level.	Speech frequently hesitant and jerky; sentences may be left uncompleted	Demonstrates small vocabulary. Overuses English or overuses invented words. Vocabulary limits interaction.	Uses inappropriate syntax and morphological forms. Control of structures is an issue. Errors dominate.
<b>Total</b>					

### SLO #1 Rubric: Portuguese 140

	Mastery	Accomplished	Adequate/Developing	Inadequate
<b>Pronunciation</b>	Pronunciation very good for the level; does not impair communication. Rhythm and intonation good for this level	Pronunciation errors tend to be minor and interfere only minimally with comprehensibility.	Pronunciation fairly weak; impedes comprehensibility	Major errors are excessive for this level.

## The Remaining ASSESSMENTES for KINA Courses Fall 14/Spring15

### Course number and title: KINA 48ABC Fencing

SLO number and text: 2. Demonstrate proper en garde and lunge.

#### Assessment\*:

Student observation

#### Rubric:

4. Student performs proper en garde and lunge.
3. Student performs proper en garde.
2. Student performs proper lunge.
1. Student does not perform lunge or en garde.

#### Data\*:

Score	4	3	2	1	0
100 %	37	5	4	##%	##%
46 students	80 %	11 %	9 %		

#### Analysis and Interpretation:

Students need to observe and repeat actions for learn technique.

#### Closing the Loop (Reflections on previous Recommendations):

Demonstrate proper action in competition situations.

#### Recommendations for Improvement:

Show actual fencing competitions on You Tube.

**Resource Needs:**

Blades to replace broken blades.

**KINA 065A - SLO - Beginning Basketball****Division - Natural Science****Student Learning Outcomes:**

1. Identify and apply the three fundamental skills of basketball.
2. Demonstrate and apply the basic fundamental skills in a triple threat position, passing, dribbling, shooting, and maneuvering speed.
3. Demonstrate stretching and warm-up exercises, flexibility, and cardiovascular conditioning used in basketball.

**Student Performance Outcomes:**

1. Provide an opportunity for mastery of fundamental skills.
2. Provide knowledge of the game enabling students to enjoy basketball intelligently as a player and a fan.
3. Understand the basic rules of the game.
4. Demonstrate the proper techniques for passing, shooting, and dribbling.
5. Demonstrate the proper footwork for balance and executing various basketball skills.

**Course Content Outline:****1. Basic rules, changes and interpretations, duties of officials.****2. Individual techniques and fundamentals.**

- A. Shooting.
- B. Passing.
- C. Dribbling.
- D. Footwork.

**3. Team play - strategy and tactics.**

A. Offense

B. Defense

#### **4. Evaluation**

### **Methods of Instruction:**

1. Active participation.
2. Demonstrations.
3. Visualization and instructor feedback

### **Methods of Evaluation of Student Performance:**

1. Active participation.
2. Demonstration of proper techniques.
3. Comprehension of basic terminology

### **Assignments:**

Demonstration of basic drills to the class and explain the importance of using the drills specific to beginning basketball.

## **KINA 065B - SLO - Intermediate Basketball**

### **Division - Natural Science**

### **Student Learning Outcomes:**

1. Identify and execute the three fundamental skills of basketball.
2. Demonstrate and execute the basic fundamental skills in a triple threat position, passing, dribbling, shooting, and maneuvering speed.
3. Explain and apply the general principles of offensive and defensive strategies.
4. Demonstrate stretching and warm-up exercises, flexibility, and cardiovascular conditioning used in basketball.

### **Student Performance Outcomes:**

1. Provide an opportunity for mastery of fundamental skills.

2. Provide knowledge of the game enabling students to enjoy basketball intelligently as a player and a fan.
3. Understand the basic rules of the game.
4. Demonstrate the proper techniques for passing, shooting, and dribbling.
5. Demonstrate an intermediate level of footwork for balance and executing various basketball skills.
6. Analyze the strategies of team play.

## **Course Content Outline:**

### **1. Basic rules, changes and interpretations, duties of officials.**

### **2. Individual techniques and fundamentals.**

- A. Shooting.
- B. Passing.
- C. Dribbling.
- D. Footwork.

### **3. Team play - strategy and tactics.**

- A. Offense
- B. Defense

### **4. Evaluation**

## **Methods of Instruction:**

1. Active participation.
2. Demonstrations.
3. Visualization and instructor feedback

## **Methods of Evaluation of Student Performance:**

1. Active participation.
2. Demonstration of proper techniques.
3. Comprehension of basic terminology

## **Assignments:**



Demonstration of basic drills to the class and explain the importance of using the drills specific to beginning basketball.

## **KINA 065C - SLO - Advanced Basketball**

### **Division - Natural Science**

#### **Student Learning Outcomes:**

1. Explain and apply the rules and strategies of the game of basketball
2. Demonstrate and execute the basic fundamental skills in a triple threat position, passing, dribbling, shooting, and maneuvering speed.
3. Explain and apply the general principles of offensive and defensive strategies.
4. Demonstrate stretching and warm-up exercises, flexibility, and cardiovascular conditioning used in basketball.

#### **Student Performance Outcomes:**

1. Demonstrate an advanced knowledge of basketball rules.
2. Provide an opportunity for mastery of fundamental skills.
3. Provide knowledge of the game enabling students to enjoy basketball intelligently as a player and a fan.
4. Demonstrate the proper techniques for passing, shooting, and dribbling.
5. Demonstrate an advanced level of footwork for balance and executing various basketball skills.
6. Analyze the strategies of team play.

#### **Course Content Outline:**

##### **1. Basic rules, changes and interpretations, duties of officials.**

##### **2. Individual techniques and fundamentals.**

- A. Shooting.
- B. Passing.
- C. Dribbling.
- D. Footwork.

##### **3. Team play - strategy and tactics.**

A. Offense

B. Defense

#### **4. Evaluation**

### **Methods of Instruction:**

1. Active participation.
2. Demonstrations.
3. Visualization and instructor feedback

### **Methods of Evaluation of Student Performance:**

1. Active participation.
2. Demonstration of proper techniques.
3. Comprehension of basic terminology

### **Assignments:**

Demonstration of your knowledge of the advanced rules of basketball as you will be referee for a day.

### **Course: KINA 046A BEGINNING BADMINTON**

Student Learning Outcome (SLO) assessed: [1. Demonstrate the correct footwork patterns for playing shots](#)

Method of Assessment (describe assessment and attach rubric if available):

Total Students Assessed: 11

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	3	3	2	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's who did well were in class regularly and actively participating. They scored well on both the comprehension exam and identifying key terms. 75% of the 11 students have played badminton in high school so that may contribute to their knowledge and understanding.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Lack of attendance and engagement. This is an activity class where you learn by doing and if they are not attending regularly then they obviously will do poorly. The two students that scored in developing missed at least one part of the assessment which greatly affected their outcome.

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Updated equipment, shuttles and more sections should be offered.

Course: **KINA 046B-INTERMEDIATE BADMINTON**

Student Learning Outcome (SLO) assessed

1. Demonstrate and understand the rules and scoring that govern both the singles and doubles game.

Method of Assessment (describe assessment and attach rubric if available):

Total Students Assessed: 6

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	4	2	0	0	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's who did well were in class regularly and actively participating. They scored well on both the comprehension exam and identifying key terms. 75% of the 11 students have played badminton in high school so that may contribute to their knowledge and understanding.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Lack of attendance and engagement. This is an activity class where you learn by doing and if they are not attending regularly then they obviously will do poorly. The two students that scored in developing missed at least one part of the assessment which greatly affected their outcome.

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Updated equipment, shuttles and more sections should be offered.

**Course: KINA 046C-ADVANCED BADMINTON**

Student Learning Outcome (SLO) assessed: **1. Demonstrate the correct footwork of the court.**

Method of Assessment (describe assessment and attach rubric if available):

Total Students Assessed: 11

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3	3	3	2	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's who did well were in class regularly and actively participating. They scored well on both the comprehension exam and identifying key terms. 75% of the 11 students have played badminton in high school so that may contribute to their knowledge and understanding.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Lack of attendance and engagement. This is an activity class where you learn by doing and if they are not attending regularly then they obviously will do poorly. The two students that scored in developing missed at least one part of the assessment which greatly affected their outcome.

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

### **KINA 054A-BEGINNING TENNIS**

Student Learning Outcome (SLO) assessed: Understand and demonstrate proper techniques and rules governing tennis.

Method of Assessment (describe assessment and attach rubric if available): Student's were assessed on a test given out on the rules of tennis as well as describe through a series of activities in front of the class techniques governing tennis.

Total Students Assessed: \_\_\_\_12\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	8	4			

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's had time to practice proper technique and were not surprised when the evaluation occurred. They were confident and comfortable and scored really well on the written exam..

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time only to get updated and modern equipment for safety purposes.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

### **KINA 054B-INTERMEDIATE TENNIS**

Student Learning Outcome (SLO) assessed: Understand and demonstrate proper techniques and rules governing tennis.

Method of Assessment (describe assessment and attach rubric if available): Student's were assessed on a test given out on the rules of tennis as well as describe through a series of activities in front of the class techniques governing tennis.

Total Students Assessed: \_\_\_\_4\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	4	0			

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's had time to practice proper technique and were not surprised when the evaluation occurred. They were confident and comfortable and scored really well on the written exam..

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time only to get updated and modern equipment for safety purposes.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

### **Kina 054C- ADVANCED TENNIS**

Student Learning Outcome (SLO) assessed: Understand and demonstrate proper techniques and rules governing tennis.

Method of Assessment (describe assessment and attach rubric if available): Student's were assessed on a test given out on the rules of tennis as well as describe through a series of activities in front of the class techniques governing tennis.

Total Students Assessed: \_\_\_\_3\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	2	1			

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Student's had time to practice proper technique and were not surprised when the evaluation occurred. They were confident and comfortable and scored really well on the written exam..



What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

N/A

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time only to get updated and modern equipment for safety purposes.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

### **Course: Kina037 Police-Fire Agility Training**

Student Learning Outcome (SLO) assessed:

SLO #2 Execute scaling a 6-foot smooth wall or 8-foot fence and running a 12-minute mile for improved cardiovascular conditioning

Method of Assessment (describe assessment and attach rubric if available):

This is a pass/fail assessment. Each student is informed that this is part of the academy tests and must be executed. If they scale the 6-foot smooth wall and complete a mile under 12 minutes they pass. If they do not they fail this particular SLO and are given fitness activities for improved performance.

Each was graded as a separate entity. Mile run; pass/fail Scaled wall: pass/fail

#### **Rubric:**

**4** - Student applies the correct techniques through demonstration at an exemplary level.

**3** - Student applies the correct techniques through demonstration but makes a few errors.

**2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.

**1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.

**0** - No real understanding of the task at hand.

Total Students Assessed: 25

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	Wall: 16 -64% Mile: 25 - 100%	Wall (5 foot):5-20%	Wall (4 foot): 3-12%	Wall (3 foot): 1-.4%	

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Having access to the weight room throughout the course was beneficial in the overall strength training of the upper body and core. These specific areas are key to being able to propel one's body and hoist it over the wall. Also being able to train on the track and run regularly improved overall cardiovascular fitness which translated to the 12 minute mile.

Also, several wall-scaling techniques were introduced, discussed and attempted in class. Some of those include:

Wing Over technique

Leg Hook Technique

Turtle crawl Technique

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

Overall fitness levels play a definite role. Some students were unable to perform the wall scale due to a lack of upper body strength. While this was improved (students who were unable to reach 6-feet started at 3-feet and worked their way up) some students will need to continue working past the set 16 weeks or 8 weeks for the semester.

All were able to accomplish the 12-minute mile by the end of the course.

What suggestions would you recommend to help more students achieve success with this SLO?

The 6-foot wall that is used on campus is at the end of the track. The top of it (where you grip) is thicker than a standard academy wall. There are also handrails on the other side because it leads to a ramp up the stadium. It is also made of cement, which can create some injury and/or pain issues while jumping against it. All of these factors cause extra problems in the execution. It would be highly beneficial to have a 6-foot wooden wall at the opposite end of the stadium that is used specifically for the training of the police and firefighter class. This would also prepare students for descending of the wall, which does not occur now because of the ramp.

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

For this particular SLO as stated in the suggestion section, a 6-foot wooden wall would be helpful. I believe there is one on Rio Hondo that the academy uses that can be used as a model.

### **Kina 081A-Beginning Volleyball**

Student Learning Outcome (SLO) assessed: Recall and apply the rules and regulations of the NCAA and CCCAA volleyball rules/bylaws to the game of volleyball.

Method of Assessment (describe assessment and attach rubric if available): Student's were required to research and describe in class the rules and regulations of the class. They worked in small groups to achieve this task.

#### **Rubric:**

- 4** - Student applies the correct techniques through demonstration at an exemplary level.
- 3** - Student applies the correct techniques through demonstration but makes a few errors.
- 2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.
- 1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.
- 0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_80\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	33	23	14	6	4

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Students that scored well actively participated and are engaged in class. The assessment is designed to learn the basic understanding of the NCAA and CCCAA volleyball rules. All of the student's did well and were able to recite and apply the basic rules.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

None

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time or for this SLO

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Updated volleyball equipment

### **KINA 081B-Intermediate Volleyball**

Student Learning Outcome (SLO) assessed: Recall and apply the rules and regulations of the NCAA and CCCAA volleyball rules/bylaws to the game of volleyball.

Method of Assessment (describe assessment and attach rubric if available): Student's were required to research and describe in class the rules and regulations of the class. They worked in small groups to achieve this task.

**Rubric:**

- 4** - Student applies the correct techniques through demonstration at an exemplary level.
- 3** - Student applies the correct techniques through demonstration but makes a few errors.
- 2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.
- 1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.
- 0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_39\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	17	12	10		

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Students that scored well actively participated and are engaged in class. The assessment is designed to learn the basic understanding of the NCAA and CCCAA volleyball rules. All of the student's did well and were able to recite and apply the basic rules.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

None

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time or for this SLO

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Updated volleyball equipment

## KINA 081C-Advanced Volleyball

Student Learning Outcome (SLO) assessed: Recall and apply the rules and regulations of the NCAA and CCCAA volleyball rules/bylaws to the game of volleyball.

Method of Assessment (describe assessment and attach rubric if available): Student's were required to research and describe in class the rules and regulations of the class. They worked in small groups to achieve this task.

### Rubric:

- 4** - Student applies the correct techniques through demonstration at an exemplary level.
- 3** - Student applies the correct techniques through demonstration but makes a few errors.
- 2** - Student applies the correct techniques through demonstration, but has consistent errors identifying and through application.
- 1** - Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts techniques with no demonstration.
- 0** - No real understanding of the task at hand.

Total Students Assessed: \_\_\_\_29\_\_\_\_

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	17	12	0		

What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery).

Students that scored well actively participated and are engaged in class. The assessment is designed to learn the basic understanding of the NCAA and CCCAA volleyball rules. All of the student's did well and were able to recite and apply the basic rules.

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

None

What suggestions would you recommend to help more students achieve success with this SLO?

None at this time or for this SLO

Funding Needs to enhance Instruction (Equipment/instructional tools/balls/classroom needs)

Updated volleyball equipment

**SLO Annual Assessment**  
**Dental Assisting 2014-2015**  
**Submitted November 14, 2015**  
**Lori Gagliardi, CDA, RDA, RDH, Ed.D**  
**Program Director, Dental Assisting**

**The following courses were evaluated for their SLO assessments in the 2014-15 academic year by the Dental Assisting full time faculty:**

DA 100  
DA 108  
DA 110  
DA 111  
DA 123A  
DA 123  
DA124  
DA 127  
DA 135  
DA 140  
DA 200A  
DA 200B

The Dental Assisting Program is accredited by the American Dental Association, Commission on Dental Accreditation and approved as a Registered Dental Assisting Program by the Dental Board of California. Several of the assessment tools/ methods of evaluation are required skills/competency by one or more of the outside accrediting organizations.

Each of the Dental Assisting Program courses, has up to three SLO's that were assessed and are included in this summary along with a sample of the various rubrics or skills competency form that is completed on each student.

Please contact me if you have any questions. I can be reached at 626-585-7542



## SLO Assessment

Instructor: Stephanie Schmidt  
Course: DA100 Dental Materials \_

Learning Outcome (SLO) assessed:

#1: Demonstrate intermediate level knowledge, skills and technical ability to successfully perform procedures as utilized in industry standards.

Method of Assessment (describe assessment and attach rubric if available): Pouring Rubber Mold Model in laboratory session in class. Rubber Mold Rubric used is at the end of this section.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance
- 5

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	9	1	2	1	1

**Analysis and Interpretation:** Information clearly presented in lecture and syllabus and reviewed by instructor and demonstrated by instructor prior to student being asked to pour model. Instructions are written step by step. Students who scored poorly may have been careless in completing the task, not paying attention to the demonstration, not following the step by step instructions, or tardy to class and missed part of the demonstration.

Although not all students mastered this assessment, we should continue with the same process of lecture, demonstration, providing written step by step instructions and instructor guidance during the completion of the task. For those students who decline coming up closer to see the demonstration, perhaps the instructors might insist that they move closer to the demonstration area. Students could be encouraged to bring the proper books needed for the task and maybe a lesson in following instructions would be helpful.

**Closing the Loop:** no changes were made since the last assessment a year ago.

**Recommendation for improvement:** The SLO meets accreditation standards as far as providing evidence that the student is competent in the Skill listed above and required by accreditation standards.

**Resources Needs:** None at this time

MAX TOTAL	MAX SCORE	MAND TOTAL	MAND SCORE	OPERATION EXPLANATION
10		10		Ideal Qualities:
9		9		Plaster model is an accurate duplication of the rubber mold
8		8		all margins and teeth are present and free of voids, defects
7		7		chalky appearance.
6		6		Plaster model reflects proper density (correct water plaster
5		5		ratio used).
4		4		Plaster model is smooth and free of voids or defects.
3		3		
2		2		
				-2 Model lacks proper density (too light/heavy), due to improper water-plaster ratio. -2 Model exhibits broken teeth and anatomy, due to early separation of model from mold or careless handling of model, or occluding models prior to plaster being completely set. -2 Model lacks smoothness and exhibits voids and/or defects due to improper manipulation of plaster/stone. -4 Professionalism: lack of preparation for procedure incomplete uniform, safety glasses, no peer eval. paperwork incomplete or lack of, not following instructions.

**Total**                      **Total**                      **Self Eval:**

**Instructor** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Second attempt** \_\_\_\_\_ **Final Score** \_\_\_\_\_

Student Learning Outcome (SLO) assessed:

#2: Integrate safety and infection control steps at all times during procedures.

**Method of Assessment** (describe assessment and attach rubric if available): Safety Exam (Multiple Choice exam on classroom/school safety procedures). Safety Exam Rubric is at the end of this section

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

**DATA:** 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

**Analysis and Interpretation:** The information was clearly presented in lecture and syllabus and reviewed by instructor one week prior to examination date. Students were expected to know and understand the safety information. Students are required to pass at 100% and those scoring below would have remediation and retake the exam until 100 % is achieved. Allowing students to retake the exam to attain 100% eliminated poor scores and also ensured all students eventual success in demonstrating an understanding of safety issues/procedures. There are no suggestions or improvements, continue with the same process of lecture, reading, review, testing and retesting until 100% is attained and student demonstrates an understanding of the safety issues/procedures.

**Closing the loop:** There were no changes made since last year when this SLO was analysis. This SLO fits with requirements by outside accreditation agency.

**Recommendation for Improvement:** No changes to the SLO or result are needed.

**Resource Needs:** None at this time

SAFETY TEST  
DA100 & DH116

NAME \_\_\_\_\_  
DATE \_\_\_\_\_  
CLASS \_\_\_\_\_

**Multiple Choice**

**Instructions: Select the one correct answer for each question and circle the letter.**

1. You should report all injuries, even though slight to:
  - A. Another student
  - B. The school nurse
  - C. The instructor
  - D. The division dean
2. When any liquid or materials are spilled on the floor it should be wiped up immediately because it:
  - A. Looks unsightly
  - B. May stain the floor
  - C. May cause someone to slip and injure themselves
  - D. May cause the instructor to slip and injure him/herself
3. Before using any piece of equipment in the dental laboratory, one should obtain instructions from:
  - A. A student who has just finished using the equipment
  - B. The instructor
  - C. The operational manual
  - D. The division dean
4. If you notice a damaged or defective cord, or a piece of equipment which is not working properly, you should:
  - A. Be careful when you use it
  - B. Say nothing because you may be blamed for the damage
  - C. Notify the instructor immediately
  - D. Place it back in the cupboard with a note indicating "DO NOT USE"
5. When obtaining supplies or equipment from a cupboard or drawer, you should:
  - A. Close the cupboard or drawer immediately after removing the necessary supplies or equipment.
  - B. Leave the cupboard or drawer open for the next student.
  - C. Ask another student to close the cupboard or drawer for you.
  - D. The instructor in charge of the lab is responsible for keeping the cupboard or drawer closed.
6. Sharp bends or kinks in electrical cords should be avoided to prevent:
  - A. Permanent kinking of the cord.
  - B. Damage to the insulation and connector.
  - C. A short circuit.
  - D. Premature wear and tear on the cord.
7. In removing a cord plug from an electrical outlet it is best to
  - A. Snap the cord plug out of the outlet.
  - B. Pull the plug rather than the cord.
  - C. It makes no difference how the plug is removed from the outlet.
  - D. Remove the cord at the connector end of the equipment.

8. Electrical equipment and appliances that have been tested and found to conform with the standards for safe operation may use the seal of approval of the:
- A. Underwriters' Laboratory (UL)
  - B. National Fire Protection League (NFPL)
  - C. Safety Code for Electrical Equipment and Appliances (SCE).
  - D. Underwriters' Protection League (UPL)
9. An effective safety program in a classroom or laboratory would require:
- A. The cooperation of the faculty and the students in providing a safe environment.
  - B. Safe condition of the laboratory and equipment.
  - C. Proper use of equipment and prompt reporting of equipment malfunctions or damage.
  - D. All of the above.
10. When working in the dental laboratory, it is required that all students shall:
- A. Wear the proper uniform when performing any laboratory procedure.
  - B. Wear appropriate eye protection at all times.
  - C. Have short, clean fingernails.
  - D. Have his/her laboratory handouts and pencil,
11. In passing any instrument to a classmate, one should:
- A. Pass the handle first.
  - B. Avoid passing any instrument.
  - C. Pass the working point/blade end first.
  - D. Place instrument on tray, and then pass to classmate.
12. When working in the dental laboratory, it is important to always keep your mind on your work:
- A. So you will win favorable attention from the instructor.
  - B. You will indicate a real interest in the course.
  - C. A lapse of attention may cause a serious accident.
  - D. You will finish your work faster.
13. When carrying a sharp-edged or pointed instrument, you should:
- A. Point it away from yourself.
  - B. Point it away from yourself and your classmate.
  - C. Place it on a tray and carry it to where it is needed.
  - D. Wrap the sharp edge in a paper towel before carrying it.
14. The fire evacuation signal is:
- A. A short 5 second signal, pause and repeat
  - B. A long signal for 10 seconds, pause and repeat.
  - C. One long signal for 5 seconds.
  - D. Short intermittent signals for 10 seconds; pause 2 seconds, then repeat.



## FALL 2014 SLO Assessment

Instructor: Stephanie Schmidt

Course: DA100 Dental Materials

Student Learning Outcome (SLO) assessed:

#3: Demonstrate professional behavior, attitude and participation in group and individual projects, tests, etc.

Method of Assessment (describe assessment and attach rubric if available): Cements Quiz completed as a take home assignment. (SLO rubric at the end of this section)

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

DATA; 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	5	6	3	0	0

**Analysis and Interpretation:** Information clearly presented in lecture and syllabus and reviewed by instructor prior to this quiz being taken home to be completed and brought back to class. The students were given the opportunity to use notes and reference materials to complete quiz, but were instructed not to copy other student's answers. Students who scored poorly may have been careless in completing the task, not paying attention to the lecture, had not read the material, had not used the notes and reference materials to complete the quiz, or they could have turned in a paper with exactly the same answers and spelling errors, hinting that they copied answers from others. No changes are needed however, we should continue with the same process of lecture and review, and allow this quiz to be taken home to complete, but instruct the students more clearly that identical answers will not be accepted and that each student's work must be unique and done by themselves.

**Closing the Loop:** No changes were made since this SLO was assessed last year

**Recommendation for Improvement:** No changes to this SLO or the result are needed

**Resource Needs:** None at this time.

Dental Materials  
Dental Cements Review

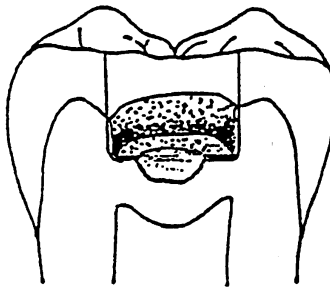
NAME \_\_\_\_\_  
Date \_\_\_\_\_

INSTRUCTIONS: Write or print answers on line(s) provided. Short Answer Completion.

1. Why is calcium hydroxide used as a liner? \_\_\_\_\_
2. In what part of the tooth preparation is calcium hydroxide placed?  
\_\_\_\_\_
3. Zinc-oxide-eugenol is used as a base because of its \_\_\_\_\_ effect on the tooth.

**Drawing**

4. On the following drawing indicate where calcium hydroxide would be placed in the cavity preparation. Label calcium hydroxide.
5. On the same drawing indicate where the insulating base would be placed in the cavity preparation. Label the base and GIVE THE NAME OF THE INSULATING BASE USED.
6. On the same drawing indicate where the cavity varnish would be placed. Label the cavity varnish.



7. List three (3) dental cements that can be used as an insulating base. YOU MUST SPELL OUT THE NAMES OF THE CEMENTS, NO ABBREVIATIONS!
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
8. In the application of a cavity varnish, what tooth tissues would be involved? Be very specific!  
\_\_\_\_\_

## FALL 2014 SLO Assessment

Instructor: Denise Romero

Course: \_DA 108 Infection control

Student Learning Outcome (SLO) assessed:

**SLO #1** Demonstrate and integrate entry level infection control skills and technical abilities to successfully perform dental assisting procedures and minimum standards as outlined by the State Dental Practice Act.

Method of Assessment (describe assessment and attach rubric if available):

Student performs specific tasks and performance skills of infection control as outlined by the California Dental Practice Act and OSHA bloodborne Pathogens Standard.

### Rubric Levels

0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

### Infection Control Practices

Skill Evaluation Grade Sheet

Handwashing Competency

STUDENT NAME \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

Student will demonstrate competency of proper handwashing techniques with a 75% or better.

SKILL	Points	P#1	P#2	P#3	I#1	Comp	Grade	Comments
1. All jewelry was removed, including all rings and watches	1							



2. Use foot control or electronic device to turn on water flow. A paper towel should be used to turn water on and off if this is not available.	1							
3. Apply liquid soap.*	1							
4. Lather soap using friction, rubbing between fingers using a circular motion. (Clean under fingernails with brush first handwash of the day)*	1							
5. Using a stream of water remove surface debris.*	1							
6. Apply more soap and lather hands for a minimum of 10 seconds.	1							
7. Rinse hands with cold water.	1							
8. Use a paper towel to dry hands and forearms.	1							
9. Use a paper to turn off water if there is no foot pedal.	1							
10. Follows Directions	1							

\* Critical Steps identified P= pre-clinical,, I= Instructor Comp.= Competency Evaluation Total Points  
 Earned \_\_\_\_/10 2<sup>nd</sup> attempt \_\_\_\_/7.5

**Data:** 2 sections

Score	4	3	2	1	0
15 students	9	5	0	0	1

**Analysis and Interpretation:** The students practice or preform a preclinical (practice) 3 times before having the competency evaluation with the instructor. The instructor will check there performance; 1 time before it counts as the final competency. This allows the

student to practice 4 times before it counts as a final grade. This is a way to ensure the student understands the infection control process before performing clinically (on a patient)

**Closing the Loop:** No changes to the evaluation form or criteria at this time

**Recommendation for improvement:** No changes to the SLO or results at this time

**Resource Needs:** Increase in supply budget as the disposable items to Practice the skill are costly

**SLO #2:** Integrate entry level infection control skills and technical abilities to successfully identify and perform dental assisting procedures and minimum standards as outlined by the governing bodies.

**Assessment:** Designing a procedural compliance manual :Student will design a procedural manual for a “mock dental office”. This will be done using the California Dental practice act and OSHA guidelines

### DA 108 Rubric-The California Compliance Manual

Po int s	Content	Forms/Organization (5 pts)	Collaboration on Canvas (5pts)	Presentation/PPT ( 5pts)
15- 13 Eac h cha pter	<ul style="list-style-type: none"> <li>Is well thought out and supports the solution to the challenge or question</li> <li>Reflects application of critical thinking</li> <li>Has clear goal that is related to the topic</li> <li>Is pulled from a variety of sources</li> <li>Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>Information is clearly focused in an organized and thoughtful manner</li> <li>Information is constructed in a logical pattern to support the solution</li> <li>No spelling, grammatical, or punctuation errors</li> <li>High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>See separate rubric below</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia is used to clarify and illustrate the main points</li> <li>Format enhances the content</li> <li>Presentation captures audience attention</li> <li>Presentation is organized and well laid out</li> </ul>

Po int s	Content	Forms/Organization (5 pts)	Collaboration on Canvas (5pts)	Presentation/PPT ( 5pts)
12-10	<ul style="list-style-type: none"> <li>Is well thought out and supports the solution</li> <li>Has application of critical thinking that is apparent</li> <li>Has clear goal that is related to the topic</li> <li>Is pulled from several sources</li> <li>Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>Good use of vocabulary and word</li> <li>Information supports the solution to the challenge or question choice</li> </ul>		<ul style="list-style-type: none"> <li>Multimedia is used to illustrate the main points</li> <li>Format is appropriate for the content</li> <li>Presentation captures audience attention</li> <li>Presentation is well organized</li> </ul>
9-6	<ul style="list-style-type: none"> <li>Supports the solution</li> <li>Has application of critical thinking that is apparent</li> <li>Has no clear goal</li> <li>Is pulled from a limited number of sources</li> <li>Has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>Low-level use of vocabulary and word choice</li> <li>Project has a focus but might stray from it at times</li> <li>Information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>Information loosely supports the solution</li> </ul>		<ul style="list-style-type: none"> <li>Multimedia loosely illustrates the main points</li> <li>Format does not suit the content</li> <li>Presentation does not capture audience attention</li> <li>Presentation is loosely organized</li> </ul>
5-0	<ul style="list-style-type: none"> <li>Provides inconsistent information for solution</li> <li>Has no apparent application of critical thinking</li> <li>Has no clear goal</li> <li>Is pulled from few sources</li> <li>Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>More than 5 spelling, grammatical, or punctuation errors</li> <li>Poor use of vocabulary and word choice</li> <li>Content is unfocused and haphazard</li> <li>Information does not support the solution to the challenge or question</li> <li>Information has no apparent pattern</li> <li>Missing</li> </ul>		<ul style="list-style-type: none"> <li>Presentation appears sloppy and/or unfinished</li> <li>Multimedia is overused or underused</li> <li>Format does not enhance content</li> <li>Presentation has no clear organization</li> </ul>

## Rubric-Collaboration on Canvas

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
<b>Initial Assignment Posting</b>	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.  Post due on Wednesday
	<b>0 points</b>	<b>½ points</b>	<b>1 point</b>	<b>2 points</b>
<b>Follow-Up Postings</b>	Posts no follow-up responses to others.	.Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.  Posts due by Sunday

### Rubric Levels

0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

**Data:** 2 sections

Score	4	3	2	1	0
15 students	7	3	2	2	1

**Analysis and Interpretation:** 12 of the students scored in the range of 2-4 which is minimum standards. Three of the students showed mastery of the material. The one student who scored 1 did not complete the project. Based on the feedback from the students the students choose

not to do all of the work and did not follow instructions. This task/skill is required by our outside accreditation standards and students must perform in the 2-4 range to successfully complete the course.

**Closing the Loop:** No changes have been made since the last annual assessment

**Recommendation for improvement:** none at this time.

**Resources needs:** None at this time

**SLO # 3** Distinguish between various disease producing microorganisms and their relationship to infection control.

**Assessment:** Clay Model Microorganism Project: Microorganism project-Research a microorganism that affects the dental health team. Research the microorganism. Using clay or any other material you choose create the microorganism on a 4 x 6 card. On the back you will write about the microorganism using instructions.

DA 108

## INTRODUCTION TO MICROORGANISMS

### PROJECT #1

This project will introduce you to selected microorganisms, their characteristics and significance in dentistry.

1. Material needed: clay and index card **TYPED**
2. Based on the group to which you are assigned, use the clay you are given to create a model of “your” microorganism.

Label the index card:

Front-your name, date

Name and model of “your” infectious agent

Bacterium (coccus, bacillus, spirochete, vibrio)

Fungus

Protozoan

Rickettsia

Virus

Reverse-plural of your organism’s name

- an example of a disease of concern in dentistry which your organism may cause
- one of concern to the patient
- another of concern to Dental Health Care Personnel (DHCP)

3. Be prepared to demonstrate our model and present your finding to the class. You may do your research in groups, but each of you need to craft your own model, to get the “feel” of it.

See your instructor for further guidance as needed.

4. Due Date:

5. Evaluation: turned in on time    point

Model identifiable    5 point

Index card; front    5 point

Index card; reverse    5 point

Oral presentation    5 point

20 point

### Rubric Levels

- 0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
- 3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 2 sections

Score	4	3	2	1	0
15 students	8	4	1	1	1

**Results and Analysis:** Eight students scored a 4 which shows students mastery and understanding of microorganisms and the effects of the dental health team. One student had a 0 because they did not complete the project.

**Closing the loop:** No changes were made to the SLO or project since the last evaluation

**Recommendation for Improvements:** None at this time.

**Resources needed:** none at this time

## DA 110 Dental Essentials

Denise Romero

**SLO #1** 1. Develop entry level skills, safety and technical abilities to successfully perform dental office clinical support procedures as outlined by governing bodies.

**Assessment:** Safety exam: students must successfully pass the safety exam as outlined in the Pasadena City College dental assisting handbook before performing laboratory duties.

### Rubric Levels

- 
0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
  1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
  2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
  3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
  4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Score	4	3	2	1	0
16 students	16	0	0	0	0

**Results and Analysis:** Students scored in the 4 range based on an exam.

**Recommendation for improvement:** No changes to the evaluation this time

**SLO #2:** Identify various anatomical features related to head and neck anatomy

**Assessment:** Bones of the Skull exam

### Rubric Levels

---

0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Score	4	3	2	1	0
6 students	2	4	14%	0%	0%

**Results and Analysis:** Based on lower scores previous semesters I changed teaching techniques used for this unit: adding coloring exercises as well as modifying the test.

**Recommendation for improvement:** none at this time.

**SLO # 3** Demonstrate professional behavior, attitude, and participation in group and individual projects, tests, etc.

**Assessment:** Notebook/portfolio project: create a summary of each topic/chapter covered.

### Rubric Levels

---

0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance



Score	4	3	2	1	0
15 students	7	4	2	1	1

**Results and Analysis:** 11 students scored in the 3- 4 range showing mastery of the material. 3 of the students who scored a 2-1 didn't follow instructions and left out materials. The one student that scored "0" did not complete the project

**Closing the Loop: no changes since last years assessment**

**Recommendation for Improvements:** None at this time.

Resources needs: none

**Spring 2015 SLO Assessment**

Instructor: Stephanie Schmidt\_\_\_\_\_

Course: DA111 Applied Human Behavior

Student Learning Outcome (SLO) assessed:

#1: Analyze personal and interpersonal communication skills including verbal, non-verbal, and listening.

Method of Assessment (describe assessment and attach rubric if available): Diversity Summary Paper.

Type-written college level, 3 paragraphs, summarizing the topics of weeks 1-3 of class (Communication, Diversity and Cultures), commenting on what was most successful/interesting, and what can be improved or was left out.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i> <b>14</b>	7	2	3	1	1

**Analysis and Interpretation:** Students were given detailed written and oral instructions in the completion of this project. Proper completion was flexible enough to allow for various approaches to this task. Those who scored inadequately did not complete the assignment. Those who scored “developing” did not follow instructions and did not do the assignment as described. Those who scored “adequate” completed the assignment, but had grammatical errors, did not proofread, or had incomplete sentences, or turned in the assignment late. Recommendation for improvement would be to : Reinforce the importance of responsibility, following instructions and coming to class prepared for the tasks listed on the daily schedule, utilizing the Learning Assistance Center and tutors for improving of writing skills.

**Closing the loop:** no changes since the last time the SLO was assessed

**Recommendations for improvement:** No changes

**Resources Needs:** none

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**DA 111: Rubric for the Culture Day Written Paragraph/Oral Report**

DA111: Week 3 assignment

Total points possible: 20

Prepare presentation for Culture Day: Written and Oral. Turn in one written, college-level paragraph/essay, typed, proofread, double spaced, 12 point font, 1 inch margins all around, describing/summarizing your contribution and oral presentation on Culture Day. The Culture Day Oral Report presentation will briefly describe a unique cultural custom, cultural celebration, family tradition or practice of a culture/religion/community on a personal level. Oral report will be 5 minutes in length. Use of visual aids is encouraged.

Culture Day Oral/Written Report Rubric			
Criteria	Ratings		Points
Culture Day Oral Report (Describe cultural event, personal level, 5 minutes)	Oral report fulfills required content elements	No oral report or does not fulfill required elements.	10
Culture Day Essay	Essay submitted fulfills the required content elements.	No essay submitted or does not fulfill required elements	5
GUM (Grammar, usages, mechanics)	Essay submitted fulfills GUM	No essay submitted or does not fulfill GUM	5
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Instructor: _____ Total points earned for Oral/Written Report: _____/20			

Student Learning Outcome (SLO) assessed:

#2: Develop communication and conflict skills and strategies that are effective with individuals and groups who are diverse in culture, age and gender.

Method of Assessment (describe assessment and attach rubric if available): Culture Day presentation rubric at the end of this section.

Oral report on a tradition, cultural practice, cultural celebration, on a personal level.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

**Analysis and Interpretation:** Students were given detailed written and oral instructions in the completion of this project. Proper completion was flexible enough to allow for various approaches to this task. Because it could be (not required) a presentation that related to them personally, most students were excited to share that information with their classmates. Those who score inadequately usually do so because they did not complete the assignment. Those who scored “developing” did not follow instructions and did not do the assignment as described. Those who scored “adequate” completed the assignment, but went into detail that was not a part of the assignment, spoke too long, and did not do the assignment as described. This did not apply to this group of students. Recommendations for students scoring low is to reinforce the importance of responsibility, following instructions and coming to class prepared for the tasks listed on the daily schedule, utilizing the Learning Assistance Center and tutors for improving of college level oral presentation/speaking skills.

**Closing the loop:** no changes since the last time the SLO was assessed

**Recommendations for improvement:** No changes

**Resources Needs:** none

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### DA 111: Rubric for the Evaluation of Summary

DA111: Week 4 summary assignment

Total points possible: 20

Write 3 college level paragraphs (typed, proofread, double spaced, 12 point font, 1 inch margins all around) summarizing the discussion topics of 1<sup>st</sup> 3 weeks of class:  
Week 1: Communication, Dealing With Others, Valuing Multicultural Diversity, Building Personal Emotional Strengths.

Week 2: Transcultural Communication, Interacting Successfully, Body Language, Sending Signals, Managing Your Emotions.

Week 3: Culture and Diversity, Appreciating Differences, Customs and Traditions.

In addition, your assignment should include a brief commentary on the course so far: what was good, what was left out, suggestions Transcultural Communication, Interacting Successfully, Body Language, Sending Signals, Managing Your Emotions..

**Rubric Instructions:** A & B: Summary of topics of first three weeks of class. C: What was good, what was left out, suggestions/summary. D & E: Three (college level) paragraphs typed (proofread, double spaced, 12 point font, 1 inch margins all around). 20 points possible.

	4 points	3 points	2 points	1 point
<b>A: Accuracy and completeness of content (summary)</b>	The summary contains all of the key ideas from the first three weeks of class.	The summary may omit one of the key ideas from the first three weeks of class.	The summary omits several key ideas or includes ideas that are not from the first three weeks.	This is not a summary of the first three weeks of class.
<b>B: Complete/accurate paraphrase of source (lecture &amp; book)</b>	All sentences paraphrase the original source completely.	There may be one or two "echoes" of the original source.	Many sentences contain incomplete paraphrases of the original.	The summary contains no ideas from the first three weeks of class.
<b>C: What was good, what was left out, suggestions</b>	The summary identifies the best key ideas from the first three weeks of class and with suggestions regarding what could have been included.	The organization is unclear or inconsistent and does not clearly identify good/missing course content. Suggestions are incomplete.	The main ideas are not identified as good/missing. Suggestions included are unclear or not relevant to the course content.	The summary has no good/missing items; the paragraph is disorganized, containing ideas in a random order. There are no suggestions.
<b>D: Sentence precision &amp; structure (Including three paragraphs, college-level writing, typed)</b>	All sentences are clear, accurate and complete. The summary is organized.	The summary is overly general or very short. Most sentences are clear, accurate and complete.	Several sentences are incomplete or the meaning is garbled and unclear. The summary addresses the reader using the second person "you."	Many sentences are incomplete, or the meaning is confused or unclear.
<b>E: Grammar, usage and mechanics; proofreading [GUM]</b>	The summary is free of errors.	The summary contains only one or two minor errors in GUM.	The summary contains several errors in GUM that distract the reader.	The summary contains many errors in GUM.
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Instructor: _____ Total points earned: _____/20				

Instructor: Stephanie Schmidt

Course: DA123A Chairside Techniques

Student Learning Outcome (SLO) assessed:

#1: Demonstrate entry level knowledge, skills and technical ability to successfully perform procedures as outlined by the CA Dental Practice Act.

Method of Assessment (describe assessment and attach rubric if available): USC Orientation and Clinical Preparation Day

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

DATA: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

**Analysis and Interpretation:** The assignment was clearly defined, students were prepared throughout the semester for this event that was purposely scheduled late in the semester, and the students were given materials to prepare for the HIPAA exam and the Infection Control procedures orientation. None of the students scored poorly, however, factors that might influence a low score would be not being prepared for the fieldtrip, missing class or arriving late, or not cooperating with the planned events of the day. I think that as long as this event is scheduled late in the semester, after most of the clinical basics are taught in class, and that students understand the importance of attendance and preparation, it will continue to be a successfully accomplished SLO.

**Closing the loop:** no changes since the last time the SLO was assessed

**Recommendations for improvement:** No changes

**Resources Needs:** Student Transportation to USC Dental School

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DA 123A: Rubric for USC Orientation and Clinical Preparation Day**

DA123A: Week 14

Total points possible: 25

Students must attend the USC Orientation and Clinical Preparation Day prior to participating in the clinical rotation. Students will be introduced to the rules of the Dental School, will have an infection control/safety practices orientation and will be given a tour of the Dental School.

USC Orientation Day			
Criteria	Ratings		Points
Attend Orientation Day at USC	Student attended orientation	Student did not attend orientation	25
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Instructor: _____ Total points earned for USC Orientation Day: _____/25			

Student Learning Outcome (SLO) assessed:

#2: Exhibit professional behavior, attitude and participation in group and individual projects, tests, etc.

Method of Assessment (describe assessment and attach rubric if available): Plagiarism tutorial and online quiz completion.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

**Analysis and Interpretation:** The assignment was clearly defined, students were given a lecture in class, and then to complete a tutorial online, and finally to take an online quiz. Students were required to attain 100% on the quiz, so multiple attempts were allowed. With all these lessons, instructions, tutorials and repeated chances, student learning was well supported. None of the students scored poorly, however, factors that might influence a low score would be not being prepared for the task, not attending the lecture, not completing the tutorial or not taking the test once or more than once to attain 100%.

I think that as long as the lesson remains this way, most or all students will be successful in completing the task, and more importantly, will clearly understand the elements of plagiarism and academic honesty.

Closing the Loop: No changes were made since the last SLO assessment

Recommendations for Improvement: none

Resource need: none



## Plagiarism Quiz

▲ This is a preview of the published version of the quiz

Started: Nov 5 at 7:14am

### Quiz Instructions

FIRST: Go through the 10 minute Plagiarism Tutorial (choose "EMMA" as your avatar) at <http://library.acadluc.ca/tutorials/plagiarism/> (<http://library.acadluc.ca/tutorials/plagiarism/>).

NEXT: Answer the following questions. Some questions may have one or more correct answers. Choose all of the correct answers possible for each question. You must retake the quiz until you get 100%.

#### Question 1

1 pts

What is plagiarism?

- ☐ Copying a direct quotation into your paper, placing quotation marks around it, and properly crediting the source.
- ☐ Taking someone's ideas or words, putting them into your own words, and properly crediting the source.
- ☐ Paraphrasing, by writing the information in your own words and properly giving credit to the source.
- ☐ Changing a couple of words here and there.

#### Question 2

1 pts

What are some other types of plagiarism?

- ☐ Having a friend write a paper for you or using someone else's paper/homework/answers as your own.
- ☐ Submitting one of your own papers or assignments for more than one class.
- ☐ Downloading or buying a term paper or parts of a publication from the web.

#### Question 3

1 pts

Unintentional plagiarism is still a serious academic offence.

- ☐ True
- ☐ False

#### Question 4

1 pts

What is the best way to research an assignment?

- ☐ Library
- ☐ Web
- ☐ Just submit a paper that was already written for another assignment

Student Learning Outcome (SLO) assessed:

#3: Create and present written and oral communication that addresses different purposes and audiences.

Method of Assessment (describe assessment and attach rubric if available): Medical Emergency Flip Book fabrication.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

**Analysis and Interpretation:** The assignment was well defined and instructions were clear. Students were given class time and materials to assemble a medical emergency quick reference book, accurately assembling the description, signs and symptoms, and the treatment, and labeling each item accurately. Samples were provided for reference. The lecture for this unit was given prior to the students doing this activity. None of the students scored poorly, however, factors that might influence a low score would be not being prepared to assemble the book, being absent, putting the details of each emergency together incorrectly, miss-labeling or not labeling the emergencies, or eliminating some of the required emergencies. This is an in class project, which helps students who might need to work collaboratively. Following instructions is an important part of this and every SLO, so perhaps reinforcing listening skills would eliminate any low scores.

Closing the Loop: No changes have been made since the last SLO assessment

Recommendations for Improvement: None at this time

Resource Need: None

Student Learning Outcome (SLO) assessed:

#4: Integrate safety and infection control steps at all times during procedures

Method of Assessment (describe assessment and attach rubric if available): Homework assignment: "Internet Sterilizer Search" (Online search for four different types of sterilizers).

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	10	0	1	0	3

**Analysis and Interpretation:** The assignment was clearly written out and was discussed and repeated in class during a review of the sterilization procedures used in a dental office. I believe that despite the oral and written instructions, the students who earned an inadequate score did not carefully follow the directions in completing the assignment and turned in repeated information or erroneous information. Recommendations for improvement: I would continue to write out and orally discuss the assignment, but emphasize the importance of carefully following instructions. Perhaps a supplemental lesson in following instructions might be helpful.

Closing the Loop: No changes have been made since the last SLO assessment

Recommendations for Improvement: None at this time

Resource Need: None

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**DA 123A: Rubric for Internet Sterilizer Search**

DA123A: Week 4

Total points possible: 20

Assignment Instructions: Student must research online (or in current book sources) and submit a paper copy with printed information clearly identifying 4 different types of sterilizers. Not different name brands, but rather machines which sterilize using 4 different methods.

Internet Sterilizer Search Rubric			
Criteria	Ratings		Points
Sterilizer type 1	Student identified one type of sterilizer	Student did not identify one type of sterilizer	5
Sterilizer type 2	Student identified another type of sterilizer	Student did not identify one type of sterilizer	5
Sterilizer type 3	Student identified another type of sterilizer	Student did not identify one type of sterilizer	5
Sterilizer type 4	Student identified another type of sterilizer	Student did not identify one type of sterilizer	5
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Instructor: _____ Total points earned for Internet Sterilizer Search: _____/20			

Instructor: Stephanie Schmidt\_\_\_\_\_

Course: DA123B Chairside Techniques \_\_\_\_\_

CRN: 32687\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

#1: Develop and perfect intermediate/advanced level skills and technical ability to successfully perform dental assisting chairside procedures as outlined by the governing bodies.

Method of Assessment (describe assessment and attach rubric if available): "Orthodontic Assistant" typodont duties laboratory competency task completion.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	12	0	0	0	0

**Analysis and Interpretation:** The extensive tasks completed on this competency were done over a 4 week period, and when the task was not completed correctly, the student was given the opportunity to repeat the task in order to demonstrate competency in the procedure and earn the task completion credit. This gave the student a chance to practice and improve skills over the 4 week period. I would suggest that we continue to teach this lesson in the successful way that it is described above. It has proved to be effective in accomplishing the desired outcome.

Closing the Loop: No changes have been made since the last SLO assessment

Recommendations for Improvement: None at this time

Resource Need: None

Pasadena City College  
Orthodontic Assistant Permit  
Typodont/Preclinical Tally Sheet

Name: \_\_\_\_\_ Starting Date: \_\_\_\_\_ RDA #: \_\_\_\_\_

Task	1 <sup>st</sup>				2nd				3rd				4th			
<b>Bands:</b> typodont complete four 1 <sup>st</sup> molars 2 times				E				E								
<b>Size/fit:</b>																
<b>Cement:</b>				E				E								
<b>Remove cement:</b>				E				E								
<b>Remove band:</b>				E				E								
<b>Brackets:</b>																
<b>Etchant:</b> 4 anterior teeth: 4 times				E				E					E			E
<b>Etchant:</b> 4 posterior teeth: 4 times				E				E					E			E
<b>Preposition:</b> 4 anterior teeth: 4 times				E				E					E			E
<b>Preposition:</b> 4 posterior teeth: 4 times				E				E					E			E
<b>Light Cure:</b> 4 anterior teeth: 4 times				E				E					E			E
<b>Light Cure:</b> 4 posterior teeth: 4 times				E				E					E			E
<b>Remove brackets:</b> anterior				E				E					E			E
<b>Remove brackets:</b> posterior				E				E					E			E
<b>Non RDA tasks:</b> *If you are an RDA you are already licensed to do these tasks*																
<b>Archwire and ligation:</b>																
<b>Maxillary:</b> ligate preformed wire: 4 times Elastic, wire, self-ligating																E
<b>Removal</b>																
<b>Mandibular:</b> ligate preformed wire: 4 times Elastic, wire, self-ligating																E
<b>Removal</b>																
<b>Comments:</b>																

Instructor: Initial each box as completed by student. E=Practical Exam

Instructor Signature: \_\_\_\_\_ Date complete: \_\_\_\_\_

\*Each segment above must be signed off by the supervising faculty/dentist, verifying completion of each required task listed, including practical exams.\*

Student Learning Outcome (SLO) assessed:

#2: Demonstrate professional ethics, attitude, safety and infection control practices, and participation in group and individual projects, tests, activities, etc.

Method of Assessment (describe assessment and attach rubric if available): Group work in classroom. Drawing the branches of the 5<sup>th</sup> Cranial Nerve (Trigeminal).

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 Section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	12	0	0	0	0

**Analysis and interpretation:** The assignment was given after the lesson for the nerves of the head and neck was taught, and the students had drawn and colored the nerves on their own. Once that foundation was established, they were asked to draw the Trigeminal Nerves as a group, without any reference material, and were successful in doing so as a group, while reinforcing the individuals learning.

Closing the Loop: No changes have been made since the last SLO assessment

Recommendations for Improvement: None at this time

Resource Need: None

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DA123B: 5<sup>th</sup> Cranial Nerve Drawing Group Work Rubric**

Assignment Instructions: Students, in groups, must draw the Maxillary or Mandibular branches of the Trigeminal Nerve, in class and as assigned, on the photograph of the face of a person handed out to each group.

<b>Trigeminal Nerve Group Work Drawings Rubric</b>			
<b>Criteria</b>	<b>Ratings</b>		<b>Points</b>
<b>Group Nerve Drawings</b>	<b>Student participated in group work drawing of a branch of the Trigeminal Nerve</b>	<b>Student did not participate in the group work of drawing a branch of the Trigeminal Nerve</b>	<b>10</b>
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Instructor: _____ Total points earned for in class group work drawing: _____/10			



Student Learning Outcome (SLO) assessed:

#3: Create and refine verbal, non-verbal, and listening communication skills as related to patient treatment.

Method of Assessment (describe assessment and attach rubric if available): Oral report based on semester long research done by student on a new dental product/procedure.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	6	4	0	2	0

**Analysis and Interpretation;** This was a semester long research project with posted due dates for topics, outlines, drafts and final presentation materials. Students were coached along through the semester and the periodic due dates discouraged procrastination. The students who scored poorly did not complete the task deadlines or did not complete the final presentation. I would recommend for the future that the periodic due dates should be effective in encouraging the students and keeping the students on track to try to avoid procrastination and/or waiting until the last minute to do the project.

Closing the Loop: No changes have been made since the last SLO assessment

Recommendations for Improvement: None at this time

Resource Need: None

DA123B Oral Report Evaluation/Rubric

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Is it a product, device or procedure? (Circle one)

Two points per item listed below. Total: 34 points.

2=complete, 1=partial, 0=none Start time: \_\_\_\_ End time: \_\_\_\_

Content	Score	Comments
1. Does student have sufficient information?		
2. Composition? What is it used for?		
3. How is it used? Why is it done? Expected result?		
4. Where is it used?		
5. When is it used?		
6. Cost?		
7. Comparison/Contrast		
8. Opinion		
9. PPT or other presentation media used?		
10. Turned in PPT slides on paper		
11. Turned in topic sentence?		
12. Turned in Bibliography?		
13. Bibliography with legitimate/scientific resources		
14. Speaking, not reading		
15. Presentation engaging and interesting. Displayed interest and enthusiasm in subject.		
16. Turned in and presented on time.		
17. Presentation 5 minutes minimum (not > 10 min)		
Assignment is unique and not plagiarized.	-	Plagiarized work earns 0/34 (critical error)
Total points:	/34	

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## DA 124 Dental Office Administration Denise Romero

**SLO #1** Develop entry level skills and technical abilities using the computer and integrated dental office software.

**Assessment:** Eaglesoft software tutorial for dental office software.

### Rubric Levels

- 0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
- 3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Score	4	3	2	1	0
13 students	8	2	0	1	2

**Results and Analysis:** Eaglesoft software tutorial is a project that is done using a demo version. Students must follow directions in a workbook that gives step by step instructions on how to enter patient information for creating a new patient chart. The student who have a 0-1 did not do the project.

**Recommendation for improvement:** No changes to the evaluation this time

**SLO #2:** Identify the Dental assistant's legal, professional and ethical responsibilities in the dental office setting, in accordance with the appropriate governing bodies.

**Assessment:** Legal and Ethical Issues exam

### Rubric Levels

- 0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions

2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Score	4	3	2	1	0
13 students	5	2	2	1	3

**Results and Analysis:** Exam gave expected results. 7 out of 13 scored 3-4 range which is good results.

**Recommendation for improvement:** none at this time.

**SLO # 3** Determine the different types of verbal and written communication styles appropriate to a specific dental office setting.

**Assessment:** Final office project: students will collaborate as a team to make a office procedural manual.

#### Grading Rubric for the procedural manual

##### Criterion

50 points	Poor/incomplete 0-10 pts	Fair 10-15 pts	Good 15-20 pts
<b>Content &amp; Development 20 pts</b>	Poor  - Content is incomplete. Major points are not clear and /or persuasive.	Fair  - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought.	Good - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear.
<b>Organization &amp; Structure 20 pts</b>	<u>Poor 0-10 points</u>  - Organization and structure detract from	<u>Fair 10-15 pts</u>  - Structure of the paragraph is not easy to	<u>Good 20 pts</u>  - Structure of the paragraph is clear and

	the message of the writer. - Paragraph is disjointed and lack transition of thoughts.	follow. - Paragraph transitions need improvement.	easy to follow.
<b>Format</b> <b>5 pts</b>	<b><u>Poor 0-1</u></b>	<b><u>Fair 2-4 pts.</u></b>	<b><u>Good -5</u></b>
	- Paper lacks many elements of correct formatting. - Paragraph is inadequate	- Paper follows most guidelines. - Paper is over/ under word length.	- Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment.
<b>Grammar, Punctuation &amp; Spelling</b> <b>5 pts</b>	<b><u>Poor 0-1</u></b>	<b><u>Fair 2-4</u></b>	<b><u>Good 5</u></b>
	- Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	- Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.

### Rubric Levels

0. Inadequate: 0-65%; never meets the criteria; does not attempt objectives
1. Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
2. Adequate: 75-83%; sometimes meets the criteria; works well under close supervision
3. Accomplished: 84-92%; generally meets the criteria; occasionally needs help
4. Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Score	4	3	2	1	0
13 students	11	0	0	0	3

**Results and Analysis:** Based on the assessment 11 out of 13 of the students who completed the project got a high score of 4. The 2 out of 13 did not complete the project at all and received a score of 0.

**Recommendation for Improvements:**

None at this time.

Instructor: \_\_\_\_Lori Gagliardi\_\_\_\_

Course: \_\_\_\_DA 127\_\_\_\_

Student Learning Outcome (SLO) assessed:

1. Demonstrate intermediate to advanced level of skills and technical ability to successfully perform procedures as regulated by the CA Dental Practice Act

Method of Assessment (describe assessment and attach rubric if available):

Internship Office #2 Evaluation by DDS, Student written report

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12/100%	0	0	0	0

Analysis and Interpretation: At the completion of this assessment tool, the students are 4 weeks away from graduation, many have been offered jobs with their internship office. The combination of the student's self-reflection of the duties they performed, improvement and the Internships evaluation of the students progress, strengths and weaknesses indicated that the students are exceeding the SLO of being able to apply skills and technical ability in the work place environment consistent with the regulated duties allowed by the CA Dental Practice Act.

Closing the loop: no change

Recommendation for improvement: none

Resource Need: none

**PCC DENTAL ASSISTING PROGRAM  
EVALUATION OF OFFICE PRACTICE FOR CLINICAL STUDENTS  
FIRST ROTATION**

**STUDENT** \_\_\_\_\_ **INSTRUCTOR** \_\_\_\_\_ **ROTATION DATES** \_\_\_\_\_  
**DATE(S) ABSENT** \_\_\_\_\_

Grade Scale: 5 = Always meets criteria; rarely requires assistance  
 4 = Generally meets criteria; occasionally needs help  
 3 = Sometimes meets the criteria; works well under close supervision  
 2 = Rarely meets the criteria; does not comprehend instructions  
 1 = Never meets the criteria; does not attempt objectives

PROFESSIONAL CHARACTERISTICS	5	4	3	2	1	COMMENTS: If the procedure does not apply to your practice, please leave the space blank.
1. Adaptability: The student is adaptable to changes in procedures.						
2. Criticism: The student responds favorably to constructive criticism.						
3. Cooperation: The student follows directions and is cooperative with staff members and doctors.						
4. Dependability: The student is on time, ready to participate and can be depended upon to complete an assigned task.						
5. Initiative/Confidence: The student actively seeks opportunities to assist and the student displays skill confidence.						
6. Ethics: The student displays professionalism in contact with doctors and auxiliaries.						
7. Professional appearance: The student complies with PCC and office rules of dress.						
8. Patient relationships: The student interacts professionally with all patients.						
PROFESSIONAL SKILLS	5	4	3	2	1	COMMENTS: If the procedure does not apply to your practice, please leave the space blank.
1. Anticipation: The student anticipates the dentist's needs for suctioning and instrument delivery.						
2. Instrument Delivery: The student delivers the instrument in the appropriate manner.						
3. Suctioning Technique: The student effectively removes fluids from the mouth without disturbing the dentist's instrumentation.						
4. Instrument Care/Sterilization: The student demonstrates a working knowledge of sterilization procedures and practices.						
5. Aseptic Techniques: The student observes and practices personal aseptic techniques.						
6. Dental Knowledge: The student charts accurately for the dentist.						
7. Vital signs: The student correctly monitors patient vital signs.						

Student Learning Outcome (SLO) assessed:

2. Demonstrate professionalism through verbal and non verbal soft skills appropriate to a dental office, group or classroom setting

Method of Assessment (describe assessment and attach rubric if available):

Verbal Office report #3/4, DDS evaluation 3/4

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	12/100%	0	0	0	0

Analysis and Interpretation: Clear and concise instructions were given. Students verbally discussed their internship experience as part of the class meeting. Emphasis and discussion was on the student's ability to communicate effectively in the dental office environment as evidence by the Internship office evaluation of the students professionalism, written and verbal communication. This objective has been met.

Closing the loop: no changes

Recommendations: No changes

Resource need: none

Student Learning Outcome (SLO) DA 127 assessed:

3. Research and provide current cost of living index appropriate for dental assistant's salary

Method of Assessment (describe assessment and attach rubric if available):

Cost of Living written and Oral report

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	12/100%	0	0	0	0



Analysis and Interpretation: Students had 8 weeks to develop and complete the cost of living report, clear written and oral instructions with examples were given to the students to assist with the completion of this project. Additionally the students completed a self-evaluation of the project that indicated their understanding of the project and the meaningfulness in completing the project per the criteria. Students' scores on the project were all 48-50 out of 50 points possible. This objective has been met.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

Instructor: Stephanie Schmidt\_\_\_\_\_

Course: DA135 Registered Dental assistant Techniques \_\_\_\_\_

Student Learning Outcome (SLO) assessed:

#1: Develop and perfect intermediate/advanced level skills and technical ability to successfully perform higher licensure level dental assisting chairside procedures as outlined by the governing bodies.

Method of Assessment (describe assessment and attach rubric if available): Mock Board Exam. The students participate in a timed and graded mock board exam, mirroring the Dental Board of California RDA Practical Exam taken by students to attain licensure. Students are graded based on participation and coming prepared for the exam, and errors in task completion are discussed with each student individually.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section:

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 12</b></i>	12	0	0	0	0

Analysis and Interpretation: The students were successful in this Mock Board Exam because they came in prepared for the test, had been practicing the tasks tested for the prior 15 weeks, they knew exactly what was going to be asked of them and knew what would pass and what would not pass (based on the exam blueprint information provided by the Dental Board of California).

All students performed well. They all came prepared for the lesson, had practiced the same tasks for the entire semester, knew what would pass and what would not (based on the DBC blueprint) and performed the task competently. It is suggested that we reinforce the importance of responsibility, following instructions and coming to class prepared for the tasks listed on the daily schedule, practicing and preparing for the mock exam, and ultimately the state practical exam.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

See following page for rubric

**FABRICATION OF A TEMPORARY CROWN**

**Minimal competence (acceptable=75% board passing):**

**Yes No**

- a. Tooth placed in typodont correctly \_\_\_\_\_
- b. Appropriate temporary crown has been directly fabricated on indicated tooth. \_\_\_\_\_
- c. Recreates proximal contact \_\_\_\_\_
- d. Recreates proper occlusion \_\_\_\_\_
- e. Does not extend beyond the margin of the crown prep \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Temporary crown score: 75% or 55%

**CEMENTATION OF A TEMPORARY CROWN**

**Minimal competence (acceptable=75% board passing):**

**Yes No**

- a. Cement temporary crown on tooth #8 \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cement temporary crown score: 75% or 55%

**PLACEMENT OF A TEMPORARY RESTORATION**

**Minimal competence (acceptable=75% board passing):**

**Yes No**

- a. Fabricated on the indicated tooth and tooth placed in typodont correctly \_\_\_\_\_
- b. Appropriate material used \_\_\_\_\_
- c. Material is smooth \_\_\_\_\_
- d. Margins are sealed \_\_\_\_\_
- e. Recreates occlusal anatomy \_\_\_\_\_
- f. Recreates proximal contact areas of the natural tooth/teeth \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Temporary restoration score: 75% or 55%

**TOTAL PRACTICAL EXAM SCORE: 55% or 75%**

Student Learning Outcome (SLO) DA 135 assessed:

#2: Demonstrate professional ethics, attitude, safety and infection control practices, participation in group and individual projects, tests, activities, laboratory, preclinical and clinical.

Method of Assessment (describe assessment and attach rubric if available): Ultrasonic Scaler Competency. The students practice proper safety and infection control practices when working as the operator at the simulator, with a classmate as the assistant using the oral vacuum, with an instructor observing/coaching the entire time that the ultrasonic scaler unit is being used, to remove excess cement from orthodontically banded typodont teeth.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	12	0	0	0	0

Analysis and interpretation: This competency on the simulator was done with the instructor at chairside, working with a student as the operator and a classmate as the assistant. Corrections and modifications were made at the time of the competency, so that students could practice, reposition and then correctly demonstrate the proper skills needed to remove cement with an ultrasonic scaler and maintain proper infection control practices using an oral vacuum.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

Name \_\_\_\_\_ Date \_\_\_\_\_

**Ultrasonic Scaler Competency** Points Earned # 1 \_\_\_\_\_ # 2 \_\_\_\_\_

Remedial #1 \_\_\_\_\_ #2 \_\_\_\_\_ (24 points possible)

**Objective:** Student will demonstrate competency in the removal of excess cement from a cemented band on one tooth in each quadrant of the typodont. Students will be given four opportunities; two practices (include one peer (P) and one self (S) and two scored by instructor (I). Each student must successfully pass (75% min.) at least two full mouth (one tooth in each quadrant) competency on the typodont scored by the instructor, all performance (\*) must be completed at the satisfactory level. \*Indicates CRITICAL ERROR(S), procedure will not count towards competency evaluation and must be redone.

**Remedial:** Any student not passing at least two of the ultrasonic Scaler Competency scored by the instructor, will have one additional opportunity to demonstrate competency in the DA 200 Lab ( make up comp = 24 points). If unsuccessful, the student must retake the lecture and laboratory course at the next offering and will not be eligible for the occupational skills certificate.

S= Satisfactory, Criteria met: 2 points

N= Needs Improvement: 1 point

U= Unsatisfactory, Criteria not met: 0 point

**Competency Criteria:** the student properly demonstrates the following criteria at a satisfactory level on two of the four full mouth typodonts graded by the instructor (I).

S/N/U

Criteria (Mark S, N, U for each criteria stated below)	S	P	I	I	Comments
<b>Patient Preparation</b> (Mock demo, Q/A from instructor)					
1. Reviews medical history, indicates contraindications					
2. Explains procedure to the patient					
3. Performs intraoral exam, indicates contraindications and modifications					
<b>Equipment/clinician Preparation*</b>					
1. Set-up unit and equipment using aseptic technique*					
2. Selects the appropriate tip					
3. Tunes unit for appropriate power and spray*					
4. Places on PPE including face shield*					
<b>Instrumentation (Includes all four quadrants)</b>					
1. Uses evacuation effectively					
2. Uses a light modified pen grasp					
3. Correctly adapts working end to the tooth surface*					
4. Keeps the tip in motion using short, overlapping brush like strokes*					
5. Evaluates technique for complete cement removal*					
6. Uses other means of cement removal ( explorer, floss) as indicated*					
<b>Preparation of Equipment for Sterilization*</b>					
1. Demonstrates proper removal of tips and preparation for sterilization*					
2. Demonstrates proper tear down of ultrasonic unit, including bleeding of water line.*					
3. Demonstrates proper disinfection of unit*					
<b>Total points possible: Instructor Scored (32 points). Min. of 24/32 to pass. All (*) must be satisfactory (S) level.</b>					Inst. Signature

Student Learning Outcome (SLO) assessed:

#3: Create and refine verbal, non-verbal, and listening communication skills as related to patient treatment.

Method of Assessment (describe assessment and attach rubric if available): Taking of facebow transfer on a patient. Would include proper infection control practices, having proper materials and paperwork present, communicating with the patient regarding appropriately opening and closing their mouth on the wax bitefork, and completing the facebow transfer successfully.

- 0 Inadequate: 0-65%; never meets the criteria; does not attempt objectives
- 1 Developing: 66-74%; rarely meets the criteria; does not comprehend instructions
- 2 Adequate: 75-83%; sometimes meets the criteria, works well under close supervision
- 3 Accomplished: 84-92%; generally meets the criteria; occasionally needs help
- 4 Mastery: 93-100%; always meets the criteria; rarely requires assistance

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	11	0	0	0	1

**Analysis and Interpretation:** Prior to completing this competency, students were taught the information in a lecture and then a laboratory demonstration. During the clinical practice, the student was required to communicate with the patient verbally, in order to get the appropriate results needed in the facebow transfer. While completing the task clinically, an instructor was seated directly at chairside throughout the entire procedure, to coach and assist the student in completing the competency successfully. The student then entered the procedure accurately in the chart.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: increase in supply money for the program

# **COMPETENCY 47-1: TAKING A FACE-BOW REGISTRATION (EXPANDED FUNCTION)**

## **Performance Objective**

By following a routine procedure that meets stated protocols, the student will take a facebow registration that will be used by the dentist or dental laboratory technician in the mounting of the study cast.

## **Evaluation and Grading Criteria**

- 3 Student competently met the stated criteria without assistance.
- 2 Student required assistance in order to meet the stated criteria.
- 1 Student showed uncertainty when performing the stated criteria.
- 0 Student was not prepared and needs to repeat the step.
- N/A No evaluation of this step.

Instructor shall define grades for each point range earned on completion of each performance-evaluated task.

## **Performance Standards**

The minimum number of satisfactory performances required before final evaluation is \_\_\_\_\_.

Instructor shall identify by \* those steps considered critical. If step is missed or minimum competency is not met, the evaluated procedure fails and must be repeated.

PERFORMANCE CRITERIA	*	SELF	PEER	INSTRUCTOR	COMMENT
1. Gathered appropriate supplies and materials.					
2. Personal protective equipment placed according to procedure.					
3. Attached the vertical indicator rod to the analyzer bow.					
4. Attached either a disposable index tray or a bite-fork to the analyzer bow.					
5. Prepared the bite-fork with either a disposable index tray or compound bite tabs.					
6. Made sure the patient bit slowly when the bite-fork was positioned in the mouth.					
7. Aligned the vertical indicator rod with the patient's facial midline.					
8. Positioned the analyzer bow until the lateral wings were level.					
9. Removed the tray or bite-fork from the bow.					

*Continued*

Instructor: \_\_\_Fleming, Standley, Gagliardi\_\_\_\_\_

Course: \_\_\_DA 140 Oral Radiology\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

1. Produce quality radiographs in a laboratory and clinical dental setting

Method of Assessment (describe assessment and attach rubric if available):

Faculty/student self-evaluation on Patient # 6 FMX technical error grade (final competency no instructor assistance)

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	6	5	3	0	0

**Analysis and Interpretation:** Information collected is reasonably valid and reliable source of this assessment data because it is based on their technical grade from patient # 6/6 patients in which the student performed the stated SLO of producing quality radiographs in the clinical dental setting. A quality radiograph would be interpreted by the faculty and the technical grade of the completed radiograph must be 75% or higher; 92-100%= Mastery level; 91-84%=Accomplished level; 83-75%= adequate level. This skill level is set by our state guidelines for the oral radiology course.

The students have performed quality radiographs on 5 previous patients that were supported by a number of faculty preclinical and clinical procedures and assistance in preparation for the final patient competency on #6 FMX. Additionally, the grade represents a level of progression as the students needed to master the technical level as well as their time management. i.e. Patient # 3 FMX= 60 minutes; Patient #4 FMX=50 mins; Patient #5FMX=40 mins and Patient # 6 FMX=30 mins without any instructor assistance.

None of the students were in the inadequate or developing level for this course. Any of the assignments/projects etc. below 75% would require remedial and the assignment/project etc would need to be redone until a min. 75% was mastered.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None



# **RUBRIC FOR RADIOGRAPH EVALUATION**

FMX XCP Patient 100 points

Score/ Grade			Technical Grade Part I	Point Deductions
A	B	C	Each film worth 5 points	(-) for Not Recognize (NR) (-) for Technique Up to 1 point deduction for each major error(s) and 0.5 point deduction for minor error(s). Examples but not limited to: -0.5- +++ Other (O), Major Errors -1 Placement/film holder (P, H) -1 Film turn, crown/root portion missing (FT, BB, O) -1 Cone Cut (C) -1 Overlap in target area (H) -1 Elongation/Foreshortening (V) Minor Errors -0.5 Occlusal plane over 2mm+ from center of the film (BW) (OP) -0.5 Minor overlap not in target Area (H) -0.5 Film turn, crown/root portions still visible (FT) -0.5 Film bent/creases (FB) Missing film -5.0 per film RETAKES up to -5.0 include: Missing information Not diagnostic Backwards film (B) Processing Errors):exposed to light, not separated, scratches, etc.(O)
100.0				
99.5	91.5	83.5	Film is properly placed	
99.0	91.0	83.0	according to guidelines	
98.5	90.0	82.5	provided, includes crown	
98.0	89.5	82.0	portions of teeth, open	
97.5	89.0	81.5	contacts, at least 1mm beyond	
97.0	88.5	80.5	the apex and information is of	
96.5	88.0	79.5	diagnostic quality. Crown	
96.0	87.5	79.0	portions of max. and mand.	
95.5	87.0	78.5	teeth on BWX.	
95.0	86.5	78.0		
94.5	86.0	77.5	State Guidelines	
94.0	85.5	77.0	No more than 3 retakes on patient	
93.5	85.0	76.5	allowed to meet the state	
93.0	84.5	76.0	requirements. Additional retakes	
92.5	84.0	75.5	maybe taken, however they will	
92.0		75.0	not count towards patient	
-----	Unacceptable. .		requirements for the State	
			Radiation Safety Certificate.	
			Below 75%	
			Student must submit another	
			patient to meet the FMX	
			requirement.	

Score		Non Technical Errors ( paperwork, processing, IC, Safety, etc.) Part II
-0.5+++	Students are expected to adhere to the PCC radiology guidelines and policies. All paperwork should be completed properly, infection control and safety standards must be followed at all times. Points will be deducted from technical grade. Deduction points are not part of the 75% min. technical competency.	Once informed, students must make appropriate corrections. No additional points will be given once corrected. Examples of non technical errors on Patient Paperwork/preparation -0.5-1.0 Excessive bending of the film -0.5-1.0+ Missing information on any forms, envelopes, etc. -0.5-1.0 Not preparing films, paperwork prior to seating patient -0.5+++ Misc. ( not listed above) Infection Control (IC)/Safety -0.5+++Failure to wear PPE when treating patient -0.5+++Failure to place lead apron on patient, set correct exposure time, etc. -0.5+++ Misc. ( not listed above) Other -0.5-++ Failure to follow instructions -0.5+++ Failure to follow PCC Dress code guidelines -0.5+++ Inappropriate/unprofessional behavior -0.5-++ Over the amount of time allowed -0.5+++ Misc. Not listed above

To calculate final score: Number of points earned technical area (Part I on evaluation) must meet min. competency	Points Possible 100	Points Earned
Subtract point from Non Technical area (Part II on evaluation)	-0	
Total	100	
Final Score: Ratio of Technical/Total points Lowest score achieved is recorded in grade book	100/100	

12

Instructor: \_\_\_Fleming, Standley, Gagliardi\_\_\_\_\_

Course: \_DA 140 Oral Radiology\_\_\_\_\_

Student Learning Outcome (SLO) assessed:

2. Demonstrate ability to manage, store and retrieve radiographic laboratory and clinical records.

Method of Assessment (describe assessment and attach rubric if available):

Chart Audit log

Data: 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14	0	0	0	0

Analysis and Interpretation: Information collected is reasonably valid and reliable source of this assessment data because it is based on their ability to log in patient data as well as dxtrr digital data. The student cannot progress, begin or continue the project until the instructor has verified information was completed with 100% accuracy. The students have performance in logging in the patient and dxtrr record information is supported by a number of faculty preclinical and clinical procedures as well as the DA 124 office administration class.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: a pool of patients as they are difficult to recruit

Instructor: \_\_\_Fleming, Standley, Gagliardi\_\_\_\_\_

Course: \_DA 140 Oral Radiology\_\_\_\_\_

## Oral Radiography Competency Evaluation

### Radiation Safety, Infection Control and Record Keeping

Student \_\_\_\_\_ Date \_\_\_\_\_ Patient Initials \_\_\_\_\_

**Objective:** Students will demonstrate competency in Radiation Safety, Infection Control and Record Keeping.

**Directions:** Instructors will randomly select a clinical experience day to evaluate the students on Radiation Safety, Infection Control and Record keeping. All or part(s) of this evaluation may be used to fulfill the course SLO's. Pass (5 points)/Fail (0 points) grade will be awarded. Noncompliance with any of the listed criteria\* is considered a critical error (Fail) and will require a repeat assignment, remedial or patient dismissal as appropriate. Failure to demonstrate competency in Radiation Safety, Infection Control and Record keeping may result in program dismissal. **Students must "Pass" all areas in the section to receive 5 points.**

Extra Oral \_\_\_\_\_ Intra Oral \_\_\_\_\_ Image Receptor: Film \_\_\_\_\_ Sensor \_\_\_\_\_

#### Compliance with Radiation Safety and Infection Control prior to Exposure (Circle correct observation)

##### Set up

- |     |    |  |
|-----|----|--|
| Yes | No | 1. Proper use of the lead apron and thyroid collar*          |
| Yes | No | 2. Use of Sterilized instruments*                            |
| Yes | No | 3. Use of barrier techniques for equipment and work area*    |
| Yes | No | 4. Use of personal protection mask and gloves*               |
| Yes | No | 5. Use of clinical techniques to reduce cross-contamination* |
| Yes | No | 6. Proper clinical attire*                                   |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments: \_\_\_\_\_ Points: \_\_\_\_\_

##### Clean Up

- |     |    |   |
|-----|----|---|
| Yes | No | 1. Removed barriers with utility gloves*                                |
| Yes | No | 2. Wiped down unit per IC guidelines*                                   |
| Yes | No | 3. Replaced Lead apron on the wall                                      |
| Yes | No | 4. Placed used instruments in ultrasonic/cassette                       |
| Yes | No | 5. Prepared instruments/cassette for sterilization with proper labeling |
| Yes | No | 5. Turned off the unit  |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments \_\_\_\_\_ Points \_\_\_\_\_

#### Documentation of Radiographic Services (Circle correct observation)

- |     |    |   |
|-----|----|---|
| Yes | No | 1. Student has RX from DDS or PCC supervising DDS*  |
| Yes | No | 2. Student has reviewed the patients MH forms* and advised instructors of any possible problems |
| Yes | No | 3. Patient has signed consent*  |
| Yes | No | 4. The radiographic mount/Computer includes Patient name, date, and student name                |
| Yes | No | 5. All patient Envelopes have: Patient name, Date, student name, Type of films                  |
| Yes | No | 6. The evaluation form has completed information  |
| Yes | No | 7. Patient information has been recorded in the Log Book  |
| Yes | No | 8. Radiographs with DDS Rx have been mailed   |

Pass \_\_\_\_\_ Fail \_\_\_\_\_ Comments: \_\_\_\_\_ Points \_\_\_\_\_

315

Student Learning Outcome (SLO) DA 140 assessed:

- 3 Utilize appropriate safety and infection control protocols at all times during radiographic laboratory and clinical procedures

Method of Assessment (describe assessment and attach rubric if available):

Safety Exam

Data; 2 sections

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	12	2	0	0	0

Analysis and Interpretation: Information collected is reasonably valid and reliable source of this assessment data because it is based on their ability to comprehend and apply the information related to the use of radiation for patient exposure, safety factors, etc. the safety exam is utilized as both a formative and summative assessment as students earning less than 100% are remediated and retake the exam. 12/14 students scored 100%; 2/14 needed remedial and retook the exam to score the 100% on the 2<sup>nd</sup> try.

This safety exam skill required by our state guidelines for the oral radiology course prior to exposure of radiation.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: a pool of patients as they are difficult to recruit

#### DA 150 CLINICAL EXPERIENCE IN A SPECIALTY SETTING

SLO #1 Perform a variety of dental assisting clinical functions in a specialty setting.

Assessment: Bond orthodontic brackets: Selecting, prepositioning, tooth etching, positioning, curing and removing of anterior and posterior brackets. Student to complete 16 times on a clinical patient to clinical standards.

Score	4	3	2	1	0
10 students	10	0	0	0	0

Name \_\_\_\_\_ Date \_\_\_\_\_ Tooth \_\_\_\_\_

### Competency Direct Bonding Orthodontic brackets

Performance Objectives: The student will demonstrate the proper technique for Direct Bonding of Orthodontic Brackets

### Grading Criteria: Pass or No Pass final grade

3 Points student meets most of the criteria without assistance

2 Points students requires assistance to meet the stated criteria

1 Points student did not prepare accordingly for the stated criteria

0 points not applicable or critical error\* subject to failure

**Directions:** One evaluation form to be used for each patient/manikin experience's a self evaluation should be performed prior to the instructor evaluation. Peer evaluation is up to the instructor's discretion.

Criteria	Self	Peer	Instructor	comment
<b>Direct bonding</b>				
Gathered the appropriate setup				
Explained the procedure to the patient				
If stain or plaque was present, prepared tooth surfaces using a rubber cup and a pumice slurry				
Isolated the tooth/teeth				
Etch the tooth according to the manufactures instructions				
Applied a small quantity of bonding material on the back of the bracket				
Used bracket placement tweezers to transfer the bracket				
Used orthodontic scaler for removal of excess bonding material				
Have DDS check the bracket placement*				
Cure the bracket				
Maintained patient comfort and followed appropriate infection control measures throughout the procedure*				
<b>Total points 33 (29 min. for pass)</b>				

**SLO#2** Utilize problem solving and critical thinking skills.

Assessment: Sizing, fitting, cementing and removing orthodontic bands. Students to complete 8 times on a clinical patient to clinical standards.

One student did not complete 8 times.

Score	4	3	2	1	0
10 students	9	0	0	1	0

PCC Dental Assisting OAP

Laboratory/Clinical Competencies

Name \_\_\_\_\_ Date \_\_\_\_\_ Tooth \_\_\_\_\_

**Competency Fitting and Cementation of Orthodontic Bands**

Performance Objective: the student will demonstrate the proper technique when fitting and cementation of orthodontic bands

**Grading Criteria: Pass or No Pass final grade**

3 Points student meets most of the criteria without assistance

2 Points student requires assistance to meet the stated criteria

1 Points student did not prepare accordingly for the stated criteria

0 Point Not applicable or critical error\* subject to failure

**Directions:** One evaluation form to be used for each patient/manikin experience's a self evaluation should be performed prior to the instructor evaluation. Peer evaluation is up to the instructor's discretion.

Criteria	Self	Peer	Instructor	Comment
<b>Fitting and Bonding 30 pts</b>				
Gathered the appropriate setup				
Explained the procedure to the patient				
Placed each preselected orthodontic band on a small square of masking tape with the occlusal surface on the tape				
Wiped and buccal tube or attachments with the wax or lip balm				
Mixed the cement according to the manufacture's instructions				
Loaded the bands with cement correctly by flowing cement into the band				

Transferred the band correctly to the appropriate tooth surface				
Used the band pusher/seater appropriately				
Used a scaler or explorer to remove excess cement on the enamel surfaces then rinsed the patients mouth*				
Maintained patient comfort and followed appropriate infection control measures throughout the procedure*				

**SLO#3** Apply industry standards in a dental office or clinic.

**Assessment:** Ligation of maxillary and mandibular archwire using elastic or metal ligatures or self-ligating brackets. Student to preform 4 times each to clinical standards.

Score	4	3	2	1	0
10 students	10	0	0	0	0

PCC Dental Assisting OAP

Laboratory/ Clinical Competencies

Name\_\_\_\_\_Date\_\_\_\_\_

### **Competency Placing and Removing Archwires and Ties**

**Performance Objectives:** the student will demonstrate the proper techniques when placing and removing ligatures wires and elastomeric ties.

Grading Criteria: Pass or No pass final grade

- 3 points student meets most of the criteria without assistance
- 2 points student requires assistance to meet the stated criteria
- 1 point student did not prepare accordingly for the stated criteria
- 0 point not applicable or Critical error \* subject to failure

Criteria	Score	Comments
<b>Placing the Ligature Wires 7pts</b>		
1. Gathered the appropriate setup		
2. Placed the ligature wire around the bracket, and used the ligature director to push the wire against the tie wing.		
3. Properly twisted the ends of the ligature together		
4. Used the hemostat to twist the wire snugly against the bracket; repeated the procedure until all brackets were ligated.		
5. Used a ligature cutter to cut the excess wire, leaving a 4 to 5mm pigtail.		
6. Tucked the pigtails under the archwire using the correct instruments.		
7. Determined that nothing was protruding that might injure the patient.		
<b>Removing the ligature wire 5pts</b>		
1. Held the ligature cutter properly, and used the beaks of the pliers to cut the wire at the easiest access.		
2. Carefully unwrapped the ligature and removed it.		
3. Did not twist or pull as the ligatures were cut and removed.		
4. Continued cutting and removing until all brackets were untied		
5. Maintained patient comfort and followed appropriate infection control measures throughout the procedures *		
<b>Placing the Elastomeric ties 5pts</b>		
1. Gathered the appropriate setup.		
2. Used hemostat and placed the beaks of the pliers on a tie, then closed the pliers.		
3. Placed the tie on the gingival portion of one tie wing, and slipped the tie around the edges of the bracket *		
4. Released the pliers		
5. Maintained patient comfort and followed appropriate infection control procedures *		
<b>Removing the Elastomeric 4pts</b>		
1. Used the orthodontic scaler held in a pen grasp, and supported the teeth and tissue with the other hand *		
2. Placed the scaler tie between the bracket and tie wings and pulled the tie at the gingival position with a rolling motion.		
3. Removed the tie in an occlusal direction		



4. Maintained patient comfort and followed appropriate infection control procedures *		
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Instructor: \_\_\_\_Lori Gagliardi\_\_\_\_

Course: \_\_\_\_DA 200 A\_\_\_\_

CRN: \_\_\_\_2117\_\_\_\_

Student Learning Outcome (SLO) assessed:

1. Intergrade and refine entry level technical skills and abilities, safety and infection control procedures from the Dental Assisting Program Coursework as outlined by governing bodies

Method of Assessment (describe assessment and attach rubric if available):

Student Check in /Work assignment Log

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14/100%	0	0	0	0

Analysis and Interpretation: The goal of DA 200 A lab is to provide a learning environment for student learning that allows for the students to independently assess their personal needs as far as daily project completion in the DA lab, remedial for competency, make up exams, practice on skills and technical assistance in any of the DA courses. Each student must think ahead, plan and write their plan for the work accomplished in the weekly 200 A lab. All students effectively demonstrated ability to plan schedule, use proper safety and infection control procedures when applicable.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

Student Learning Outcome (SLO) assessed:

2. Develop and practice professionalism, communication and conflict skills and strategies that are effective with individuals and groups who are diverse in age, gender or culture.

Method of Assessment (describe assessment and attach rubric if available):

Student Check in /Work assignment Log

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students 14</b></i>	14/100%	0	0	0	0

Analysis and Interpretation: The goal of DA 200 A lab is to provide a learning environment for student learning that allows for the students to independently assess their personal needs as far as daily project completion in the DA lab, remedial for competency, make up exams, practice on skills and technical assistance in any of the DA courses. Each student must demonstrate ability to work with other students in a shared lab facility, communicate with others on group assignments, come prepared to work with a professional attitude, behavior, dress and demonstrate ability to work with others from different cultures, ages and gender. All students effectively demonstrated ability to work together in group projects and demonstrate professionalism: attitude, behavior, dress at all times during DA 200 A.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

Instructor: \_\_\_\_Lori Gagliardi\_\_\_\_

Course: \_\_\_\_DA 200 B\_\_\_\_

Student Learning Outcome (SLO) assessed:

1. Intergrade and refine entry level technical skills and abilities, safety and infection control procedures from the Dental Assisting Program Coursework as outlined by governing bodies

Method of Assessment (describe assessment and attach rubric if available):

Student Check in /Work assignment Log

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
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	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students 12</i></b>	12/100%	0	0	0	0

Analysis and Interpretation: The goal of DA 200 B lab is to provide a learning environment for student learning that allows for the students to independently assess their personal needs as far as daily project completion in the DA lab, remedial for competency, make up exams, practice on skills and technical assistance in any of the DA courses. Each student must think ahead, plan and write their plan for the work accomplished in the weekly 200 A lab. All students effectively demonstrated ability to plan schedule, use proper safety and infection control procedures when applicable.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

Student Learning Outcome (SLO) assessed:

2. Develop and practice professionalism, communication and conflict skills and strategies that are effective with individuals and groups who are diverse in age, gender or culture.

Method of Assessment (describe assessment and attach rubric if available):

Student Check in /Work assignment Log

Data: 1 section

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<b><i>Mastery</i></b>	<b><i>Accomplished</i></b>	<b><i>Adequate</i></b>	<b><i>Developing</i></b>	<b><i>Inadequate</i></b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><i>Number of Students 12</i></b>	12/100%	0	0	0	0

Analysis and Interpretation: The goal of DA 200 A lab is to provide a learning environment for student learning that allows for the students to independently assess their personal needs as far as daily project completion in the DA lab, remedial for competency, make up exams, practice on skills and technical assistance in any of the DA courses. Each student must demonstrate ability to work with other students in a shared lab facility, communicate with others on group assignments, come prepared to work with a professional attitude, behavior, dress and demonstrate ability to work with others from different cultures, ages and gender. All students effectively demonstrated ability

to work together in group projects and demonstrate professionalism: attitude, behavior, dress at all times during DA 200 A.

Closing the Loop: no changes at this time

Recommendations for Improvement: none

Resources need: None

## Annual Assessment Report (AAR) Fall 2014

### **ACCT 001A - FINANCIAL ACCOUNTING**

#### **SLO NUMBER and TEXT**

##### **SLO #1**

Complete the accounting cycle, including the preparation of four financial statements for a corporation using generally accepted accounting principles.

#### **ASSESSMENT**

In order to evaluate the mastery of this SLO, exam performance was reviewed. Six of the fourteen Acc 1a sections (Lee, Staley and Cheung [adjunct]), were evaluated; the other sections are taught by adjunct and not included in the assessment. There are only two full-time instructors teaching Acc 1a. Exam questions and/or exams, which most accurately evaluated this SLO's mastery were used in the assessment.

#### **RUBRIC**

- **Outstanding 90% to 100%**  
The student consistently demonstrated a complete understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with a solid mastery of course content.
- **Good 80 to 89%**  
The student demonstrated many and most of the time an understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with a good level of attainment.
- **Average 70 to 79%**  
The student demonstrated understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with adequate level of attainment.
- **Needs Improvement 60 to 69%**  
The student did not demonstrate sufficient knowledge of course content to warrant enrollment in sequential courses.
- **Failing Below 59%**  
The student did not meet minimum requirement.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	22%	31%	19%	5%	2%	20%	210

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

Mr. Staley evaluations include only those who completed the course, while Ms. Lee's and Ms. Cheung's include all students who completed their final exam. The results are deemed reliable as each instructor selected the most appropriate assessment tool based on their individual exam questions or results. The results are considered moderate given that 72% fulfilled this SLO with a C grade or better. Given that this course is a UC/CSU transferable course and the difficulty of the course material, a 70% passing rate (C or better) would be considered our acceptable target. Overall, the students' performance was satisfactory and accurately represented their mastery, or lack thereof, of the SLO.

I believe the students performed moderately on this SLO since it focuses on material taught in the second half of the semester. This SLO requires moderate math skills and near mastery of all materials taught in the semester. For students who did not perform strongly on this SLO, it is our belief that it could reflect a multitude of challenges, including:

- Difficulty of course material.
- Lack of English speaking or comprehension skills.
- Pace of the course. Thirteen chapters are covered over 15 weeks of instruction. The material is difficult and requires high mastery of concept comprehension, not rote memorization.
- The student's lack of knowledge or effort into seeking help outside of class hours such as the professor's office hours or the campus' tutoring center.

## **CLOSING THE LOOP**

This SLO was last reviewed in Fall 2012:

Score	4	3	2	1	0	Drop	Ttl Students
Fall '14	22%	31%	19%	5%	2%	20%	210
Fall '12	35%	28%	23%	*	*	*	317

\*15% other/unknown specifics

The comparison between the semesters is not meaningful since Fall 2012 doesn't report the number of drops, Ds or Fs. Given that Acc 1a is a UC/CSU transferable course and it is a foundational course for all business majors, the distribution for Fall 2014 is deemed more appropriate and should provide a stronger basis moving forward. In addition, It was found that students were not properly prepared for Acc 1B (Managerial Accounting) so the testing materials were made more difficult in Acc 1a to insure students were properly equipped to succeed in Acc 1B.

## **RECOMMENDATIONS**

For students who did not perform satisfactorily or for those who would like to improve their performance, additional homework and/or in-class exercises may be provided, when appropriate. In addition, the students need to be reminded of the importance of reading the textbook and mastering the concepts presented and seeking out campus resources as needed. The pace of the class will be reviewed and possibly re-paced so that the material can be adequately covered to insure good understanding of the material. However, the extent and volume of material cannot be adjusted given the CSU/UC transferability and articulation agreements with other campuses. Accounting 1A is simply a very difficult and challenging course and the success rates will reflect that.

Neither the SLO or the rubric should be revised. The SLO, as stated, is closely aligned CI & D.

## **RESOURCE NEEDS**

For Ms. Lee's classes, she occasionally has former students provide TA assistance. Depending on instructor and their personal preferences, this could be helpful to the students' learning experience.

## **ACCT 001B - MANAGERIAL ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no. 2: Define and illustrate how costs are classified in a managerial cost accounting system, evaluating how these costs behave in given set of circumstances.

### **ASSESSMENT**

There are two full time faculty (Meehan and Yanaga) teaching this course with assessment based on tests/quizzes/midterm result. Meehan has since retired.

### **RUBRIC**

	<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

### **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	43%	13%	13%	25%	5%	1%	123

A 4 denotes an A, a 3 a B and etc.

### **ANALYSIS AND INTERPRETATION**

The data seems to adequately assess the student outcome in that in other assignments, separate from this assessment, the results seemed to somewhat mirror the above outcome.



### **CLOSING THE LOOP**

This SLO covers an important part of the curriculum for this course so it will remain, in some form, as a course SLO. Various methods such as case study will also be looked at to see if this improves performance.

### **RECOMMENDATIONS**

Students should be encouraged to take this course after they have better language and writing skills. However, this would add time to their curriculum and many want to finish as soon as possible.

### **RESOURCE NEEDS**

None for now

## **ACCT 010 - BOOKKEEPING-ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no. 1: Define accounting terminology.

### **ASSESSMENT**

Full time faculty that taught this course, Patricia Lynne, has since retired. Assessment will be based on data obtained for Spring 2015 instead.

## **ACCT 104A - MICROCOMPUTER APPLICATIONS**

### **SLO NUMBER and TEXT**

SLO no.2: Apply accounting procedures using microcomputer software.

### **ASSESSMENT**

The student's mastery of introductory accounting software applications will be evaluated using quizzes based on material from the American Institute of Public Bookkeepers which is part of a certification program for Certified Public Bookkeepers.

### **RUBRIC**

<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

0 - Inadequate -- Exhibits a lack of concept understanding; student's solution is inconsistent or unrelated to the question/problem; uses incorrect procedures without understanding the concepts related to the task.

1 - Approaching -- Exhibits partial concept understanding; student's solution may or may not be consistent or related to the question/problem; may nor may not use correct procedures and without understanding the concepts related to the task.

2 - Adequate -- Exhibits partial concept understanding; student extracts the "essence" of the accounting/financial analysis in the problem, but is unable to use this information to solve the problem; solution is not fully related to the question; student understands parts of the task, but not the complete task.

3 - Accomplished -- Exhibits conceptual understanding; student uses most relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

4 - Mastery -- Exhibits full conceptual understanding; student uses all relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

### **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	43%	43%	5%	0%	0%	10%	21

A 4 denotes an A, a 3 a B and etc.

### **ANALYSIS AND INTERPRETATION**

Out of the 21 students who took the course, 9 mastered the course and 9 accomplished it. Result is moderate.

### **CLOSING THE LOOP**

We are continuously monitoring the progress of the students in relation to the content of the course.

### **RECOMMENDATIONS**

Additionally bookkeeping material should be considered for inclusion in the curriculum.

**RESOURCE NEEDS:** None for now.

## **ACCT 104B - PAYROLL ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no. 1: The student will comprehend basic payroll concept such as gross pay and tax calculations.

**The SLO for this course was not assessed in Fall 2014, but will be assessed during Spring 2015 when the course is offered.**

## **ACCT 104C - MICROCOMPUTER APPLICATIONS-INCOME TAX PREPARATION**

### **SLO NUMBER and TEXT**

SLO no. 2: Prepare a basic 1040 tax return using software, and the California 540.

### **ASSESSMENT**

The student's mastery of introductory income tax software concepts will be evaluated using various knowledge-based quizzes. Final course grades are determined based upon successful completion of these quizzes.

### **RUBRIC**

<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
4	3	2	1	0

0 - Inadequate -- Exhibits a lack of concept understanding; student's solution is inconsistent or unrelated to the question/problem; uses incorrect procedures without understanding the concepts related to the task.

1 - Approaching -- Exhibits partial concept understanding; student's solution may or may not be consistent or related to the question/problem; may nor may not use correct procedures and without understanding the concepts related to the task.

2 - Adequate -- Exhibits partial concept understanding; student extracts the "essence" of the accounting/financial analysis in the problem, but is unable to use this information to solve the problem; solution is not fully related to the question; student understands parts of the task, but not the complete task.

3 - Accomplished -- Exhibits conceptual understanding; student uses most relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

4 - Mastery -- Exhibits full conceptual understanding; student uses all relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	61%	0%	6%	6%	0%	28%	18

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

Out of the 18 students, although 11 mastered the course, 5 did not complete the assignment. The result seems to be at two extremes. Due to the small number of students, analysis needs to be done looking at trends for several semesters.

## **CLOSING THE LOOP**

Continuous monitoring of the needs of this course including when it is available.

## **RECOMMENDATIONS**

The program might consider running in the Spring semester.

**RESOURCE NEEDS:** None for now.

## Annual Assessment Report (AAR) Spring 2015

### **ACCT 001A - FINANCIAL ACCOUNTING**

#### **SLO NUMBER and TEXT**

SLO No. 2: Compile financial statements (including Income Statement, Statement of Retained Earnings, Balance Sheet and Statement of Cash Flows) through proper categorization of all asset, liability, equity, revenue and expense accounts.

#### **ASSESSMENT**

In order to evaluate the mastery of this SLO, exam performance was reviewed. Eight of the seventeen Accounting 1a sections were evaluated, covering 1 full time instructor (Lee) and 4 adjuncts (Dave, Tan, Katriyan and Cheung). There were three full-time instructors in Spring 2015 of which two retired after the semester. Exam questions and/or exams, which most accurately evaluated this SLO's mastery were used in the assessment. This includes tests, mid-term and final with various formats including multiple choice, short answers and comprehensive problems.

#### **RUBRIC**

- **Outstanding 90% to 100%**  
The student consistently demonstrated a complete understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with a solid mastery of course content.
- **Good 80 to 89%**  
The student demonstrated many and most of the time an understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with a good level of attainment.
- **Average 70 to 79%**  
The student demonstrated understanding of the fundamentals of financial accounting concepts and practice in accordance with GAAP, with adequate level of attainment.
- **Needs Improvement 60 to 69%**  
The student did not demonstrate sufficient knowledge of course content to warrant enrollment in sequential courses.
- **Failing Below 59%**  
The student did not meet minimum requirement.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	26%	27%	16%	6%	5%	20%	302

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

The results are deemed reliable as each instructor selected the most appropriate assessment tool based on their individual exam questions or results. The results are considered moderate given that 69% fulfilled this SLO with a C grade or better. Given that this course is a UC/CSU transferable course and the difficulty of the course material, a 70% passing rate (C or better) would be considered our acceptable target. Overall, the students' performance was satisfactory and accurately represented their mastery, or lack thereof, of the SLO.

This SLO requires moderate math skills and near mastery of all materials taught in the semester. For students who did not perform strongly on this SLO, it is our belief that it could reflect a multitude of challenges, including:

- Difficulty of course material.
- Lack of English speaking or comprehension skills.
- Lack of fundamental study habits such as organizational skills and time management.
- Pace of the course. Thirteen chapters are covered over 15 weeks of instruction. The material is difficult and requires high mastery of concept comprehension, not rote memorization.
- The student's lack of knowledge or effort into seeking help outside of class hours such as the professor's office hours or the campus' tutoring center.

## **CLOSING THE LOOP**

In prior years, assessments did not include Ds, Fs, or drops. Given that Accounting 1a is a UC/CSU transferable course and it is a foundational course for all business majors, the distribution for Spring 2015 is deemed appropriate including D's, F's and drops. This should provide a stronger basis moving forward. In addition, It was found that students were not properly prepared for Accounting 1B (Managerial Accounting) so the testing materials were made more difficult in Accounting 1a to insure students were properly equipped to succeed in Accounting 1B.

## **RECOMMENDATIONS**

For students who did not perform satisfactorily or for those who would like to improve their performance, additional homework, extra-credits and/or in-class exercises may be provided, when appropriate. In addition, the students need to be reminded of the importance of reading the textbook and mastering the concepts presented and seeking out campus resources as needed. The pace of the class is constantly being reviewed and re-paced according to the composition of the class so that the material can be adequately covered to insure good understanding of the material. However, the extent and volume of material cannot be adjusted given the CSU/UC transferability and articulation agreements with other campuses. Accounting 1A is simply a very difficult and challenging course and the success rates will reflect that.

Neither the SLO or the rubric should be revised. The SLO, as stated, is closely aligned CI & D.

## **RESOURCE NEEDS**

For Ms. Lee's classes, she occasionally has former students provide TA assistance. Formal paid TA would be extremely helpful. Clickers may also be a helpful tool. Depending on instructor and their personal preferences, these could be helpful to the students' learning experience.



## **ACCT 001B - MANAGERIAL ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no. 2: Define and illustrate how costs are classified in a managerial cost accounting system, evaluating how these costs behave in given set of circumstances.

### **ASSESSMENT**

Exam (Mid-Term and Final) Questions

### **RUBRIC**

<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

0 - Inadequate -- Exhibits a lack of concept understanding; student's solution is inconsistent or unrelated to the question/problem; uses incorrect procedures without understanding the concepts related to the task.

1 - Approaching -- Exhibits partial concept understanding; student's solution may or may not be consistent or related to the question/problem; may nor may not use correct procedures and without understanding the concepts related to the task.

2 - Adequate -- Exhibits partial concept understanding; student extracts the "essence" of the accounting/financial analysis in the problem, but is unable to use this information to solve the problem; solution is not fully related to the question; student understands parts of the task, but not the complete task.

3 - Accomplished -- Exhibits conceptual understanding; student uses most relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

4 - Mastery -- Exhibits full conceptual understanding; student uses all relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	35%	11%	11%	24%	19%	1%	216

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

The data seems to adequately assess the student outcome in that in other assignments, separate from this assessment, the results seemed to somewhat mirror the above outcome.

## **CLOSING THE LOOP**

This SLO covers an important part of the curriculum for this course so it will remain, in some form, as a course SLO. Case study has been used in the past, but it is possible to look at a project-based approach, as well as using quiz/exam assessment instead.

## **RECOMMENDATIONS**

Students should be encouraged to take this course after they have better language and writing skills. However, this would add time to their curriculum and many want to finish as soon as possible.

## **RESOURCE NEEDS**

Formal paid TA would be extremely helpful.

## **ACCT 010 - BOOKKEEPING-ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no. 2: Analyze and record business transactions in a manual and computerized environment.

### **ASSESSMENT**

Journalizing and posting transactions in general and subsidiary ledgers and the preparation of the income statements, statements of owner's equity and balance sheets are a component to this activity.

### **RUBRIC**

<b>Level</b>	<b>Description</b>	<b>Characteristics</b>
<b>5</b>	Mastery 90% and above	Student applies the correct techniques or concepts consistently and makes no calculation or format errors.
<b>4</b>	Accomplished 80% and above	Student applies the correct techniques or concepts correctly but makes minor errors in calculations or format errors.
<b>3</b>	Adequate 70% and above	Student applies the correct techniques or concepts correctly, but has consistent major calculation errors or format errors or student's approach contains flaws that may not lead to the correct solution.
<b>2</b>	Developing 60% and above	Student makes a reasonable attempt, but reveals serious flaws in their understanding of the concepts or format presentation
<b>1</b>	Inadequate Below 60%	No real understanding of the task is demonstrated.
<b>0</b>	No Attempt Made	Assignment not attempted.

### **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	35%	22%	15%	9%	5%	14%	197

### **ANALYSIS AND INTERPRETATION**

Out of 197 students, 142 passed with a C or better. This represents 72% of the total students which is considered a moderate result.

**CLOSING THE LOOP**

As the one full time faculty, Patricia Lynne, has since retired, recommendations will be re-assessed in Fall 2015, taking into account prior SLO write up and recommendations.

**RECOMMENDATIONS**

See above

**RESOURCE NEEDS**

Formal paid TA would be extremely helpful.

## **ACCT 104A - MICROCOMPUTER APPLICATIONS**

### **SLO NUMBER and TEXT**

SLO no.2: Apply accounting procedures using microcomputer software.

### **ASSESSMENT**

The student's mastery of introductory accounting software applications will be evaluated using quizzes based on material from the American Institute of Public Bookkeepers which is part of a certification program for Certified Public Bookkeepers.

### **RUBRIC**

<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

0 - Inadequate -- Exhibits a lack of concept understanding; student's solution is inconsistent or unrelated to the question/problem; uses incorrect procedures without understanding the concepts related to the task.

1 - Approaching -- Exhibits partial concept understanding; student's solution may or may not be consistent or related to the question/problem; may nor may not use correct procedures and without understanding the concepts related to the task.

2 - Adequate -- Exhibits partial concept understanding; student extracts the "essence" of the accounting/financial analysis in the problem, but is unable to use this information to solve the problem; solution is not fully related to the question; student understands parts of the task, but not the complete task.

3 - Accomplished -- Exhibits conceptual understanding; student uses most relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

4 - Mastery -- Exhibits full conceptual understanding; student uses all relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	82%	14%	0%	0%	5%	0%	22

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

There is only one faculty teaching this course. Out of the 22 students who took the course, 18 is mastering the course and 3 is at an accomplished level. Result is deemed very good.

## **CLOSING THE LOOP**

We are continuously monitoring the progress of the students in relation to the content of the course.

## **RECOMMENDATIONS**

Additionally bookkeeping material should be considered for inclusion in the curriculum.

**RESOURCE NEEDS:** Formal paid TA would be extremely helpful.

## **ACCT 104B - PAYROLL ACCOUNTING**

### **SLO NUMBER and TEXT**

SLO no.2: The student will generate a basic payroll using computer software.

### **ASSESSMENT**

Tests

## **RUBRIC**

<i>Mastery</i>	<i>Accomplished</i>	<i>Adequate</i>	<i>Developing</i>	<i>Inadequate</i>
4	3	2	1	0

0 - Inadequate -- Exhibits a lack of concept understanding; student's solution is inconsistent or unrelated to the question/problem; uses incorrect procedures without understanding the concepts related to the task.

1 - Approaching -- Exhibits partial concept understanding; student's solution may or may not be consistent or related to the question/problem; may nor may not use correct procedures and without understanding the concepts related to the task.

2 - Adequate -- Exhibits partial concept understanding; student extracts the "essence" of the accounting/financial analysis in the problem, but is unable to use this information to solve the problem; solution is not fully related to the question; student understands parts of the task, but not the complete task.

3 - Accomplished -- Exhibits conceptual understanding; student uses most relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

4 - Mastery -- Exhibits full conceptual understanding; student uses all relevant information to solve problems; obtains answers consistent with problems/questions; can translate problem into appropriate accounting/financial analysis concepts.

## **DATA**

Score	4	3	2	1	0	Drop	Ttl Students
Percent	92%	8%	0%	0%	0%	0%	24

A 4 denotes an A, a 3 a B and etc.

## **ANALYSIS AND INTERPRETATION**

There is only one faculty teaching this course. Out of the 24 students who took the course, 22 is mastering the course and 2 is at an accomplished level. Result is deemed very good.

## **CLOSING THE LOOP**

We are continuously monitoring the progress of the students in relation to the content of the course.

## **RECOMMENDATIONS**

Curriculum from the American Institute for Public Bookkeepers and the American Payroll Association should be further integrated into the materials.

**RESOURCE NEEDS:** Formal paid TA would be extremely helpful.

## **ACCT 104C - MICROCOMPUTER APPLICATIONS-INCOME TAX PREPARATION**

The SLOS for this course was not assessed during Spring 2015 as it was not offered in this semester. This SLO will be assessed in the 2015-2016 academic year when it is offered.

**Aggregate Report  
Speech-Language Pathology Assistant  
Student Learning Outcomes  
SLPA 18, SLPA 123A and SLPA 126**

SLPA 18; CRN: 72028

SLO's 2/4 measured at 11/2/2015 by Rosemary Scott

**SLO 2:** Demonstrate working knowledge of communication development through the lifespan, of all communication disorder sand will use appropriate terminology in discourse and subjective/objective writing about the same.

**SLO 4:** Students will evaluate and synthesize information presented and activities seen in an observed speech therapy session to produce a well-written objective report in appropriate technical report writing style.

Area 2: **appropriate providing of information in each format area of report:** \_\_\_\_\_/5

**Grading Rubric for Observation Reports**

5 points = demonstrated competency

4 points = emerging competency

3 points = some competency but requiring increased effort in areas designated by instructor or lab assistant

2 points = minimal competency but requiring significant effort in areas designated by instructor or lab assistant

1 point = negligible competency; additional outside remedial efforts may be required by student

0 point = competency not demonstrated due to significant, consistent, repeated errors.

Total # of Students: 24

	Demonstrated	Emerging	Some	Minimal	Negligible
	5	4	3	2	1
# of students	3	9	6	6	

Actual Scores for Item 2: Please note that scores denote a 3-person writing team.

Group A: 2/5;

Group F: 4/5

Group B: 4/5

Group G: 3/5

Group C: 2/5

Group H: 4/5

Group D: 5/5

Group E: 3/5



**Based on your assessment results, what do you think students are doing well.**

12 of the students or ½ of the current class did very well to use correct terminology in their observation report #1 and to create a well-produced report, according to current industry standards.

**Based on your results what do you think student would benefit the most by improving?**

Continued writing, editing and re-writing. Discussion and working collaboratively.

**What are some possible approaches for helping students improve their performance on this outcome?**

As this is only the 1<sup>st</sup> Observation Report, students will continue to improve with continual practice. Professor prepares students by taking excerpts from past reports and inputting into PowerPoint – which is provided to students as a study guide. She will continue to do so.

### **FALL 2015 SLO Assessment Results Form**

Instructor: Susan Ivory

**Course:** SLPA 123A CRN: 72029

Student Learning Outcome (SLO) assessed:

SLO #1: Demonstrate awareness of structures and function inherent in communication processes and how those affect communicative differences and disorders.

Method of Assessment (describe assessment and attach rubric if available):

Two quizzes, each worth 25 points for total of 50 points

One midterm worth 70 points

Rubric is point-based: 90% – 100% = Mastery, 80% to 89% = Accomplished, 70% to 79% = Adequate,

60% to 69% = Developing, below 60% = Inadequate

Total Students

Assessed: 21

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>	3 students	13 students	4 students		1 student

What do you think was helpful in supporting the students who succeeded on this SLO

(Accomplished or Mastery).

1. Arrive to class on time
2. Consistent attendance
3. Review power point slides + pages identified in text before class so well prepared for the lecture

What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?

The one student in the inadequate column sent me a Student Education Contract from the DSPS program after the 1<sup>st</sup> quiz, which indicated student is eligible for extended time on exams and needs to schedule a test accommodations appointment. I spoke with student after the Midterm and urged student to move forward with these accommodations and to take full advantage of the Study Skills forms, classroom and test accommodations. At this time, I don't believe that the student has moved forward with my suggestions.

What suggestions would you recommend to help more students achieve success with this SLO?

1. If qualify, obtain classroom and test accommodations
2. I upload to CANVAS practice material and power point slides at least 3 days prior to each lecture and urge them to review the slides + pages in book before coming to class
3. Make a schedule to help organize study time
4. Come to class on time and maintain consistent attendance

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**Instructor:** Kai Greene, Ph.D. CCC-SLP

**Date:** November 20, 2015

**Course:** SLPA 126 Speech Language Pathology Assistant Fieldwork Experience

**Textbook:** Fieldwork Handbook for Clinical Instructors and Speech-Language Pathology Assistant Student Interns – SLPA 126

**Student Learning Outcome (SLO) assessed:** #3: Assist in service delivery with clients identified by the supervising speech-language pathologists or master clinicians

**Method of Assessment (describe assessment and attach rubric if available):** As this is a fieldwork class, our student interns are assigned to work directly with a nationally licensed speech-language pathologist (SLP) or master clinician during the semester to earn the required 180 hours of clinical practicum. This involves a mid-term and final evaluation that the assigned site master clinician completes as related to each SLPA student intern's performance. The Performance-based Competency Assessment (provided in textbook) is used to evaluate student progress across the following five domains:

1. **Interpersonal Skills:** (e.g., #4 “Is courteous and respectful in various communication settings.”)
2. **Understanding of Critical Supervision Issues:** (e.g., #1 “Implements treatment protocols only after appropriate training, and only as prescribed by the supervising SLP.”)
3. **Providing Direct Services to Clients/Patients:** (e.g., #8 “Uses appropriate cues/prompts with the client/patient as defined by the supervising SLP.”)
4. **Maintaining Clinical Documentation:** (e.g., #11 “Accurately records target responses and behaviors as prescribed by the supervising SLP.”)
5. **Health/Safety Precautions:** (e.g., #1 “Utilizes universal precautions and adheres to the infection control procedures and guidelines consistent with the standards and guidelines of the employer.”)

A rating scale and the mid-term and final evaluations involve the following rating scale:

**Demonstrated (D), Emerging (E), and Needs Improvement (N).** For students to successfully complete this course, each student intern is required to receive a “D” for **Demonstrated** across the majority of the performance-based competencies. Overall, this document serves as the primary method to evaluate each student intern’s competency.

For purposes of this SLO assessment, students are to comply with the demands of the SLPA 126 class during the semester. This involves consistent attendance, responding to email requests, completing in-class assignments, and participating in-group discussions. For this semester, in order to assess ***SLO #3: Assist in service delivery with clients identified by the supervising speech-language pathologists or master clinicians***, students were assigned three specific in-class presentations:

1. Presentation of a case study that involved a speech (articulation, phonology, fluency, and/or voice) client/patient
2. Presentation of a case study that included a language (semantics, morphology, syntax, and/or pragmatics) client/patient.
3. A video- and/or audio-taping of an actual session with a client/patient to include a self-evaluation of student interns’ interactions

**Total Students Assessed:** 12 students

Summary Table of Assessment Results (indicate number of students scoring in each category)

	<i><b>Mastery</b></i>	<i><b>Accomplished</b></i>	<i><b>Adequate</b></i>	<i><b>Developing</b></i>	<i><b>Inadequate</b></i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i><b>Number of Students</b></i>			12		

**What do you think was helpful in supporting the students who succeeded on this SLO (Accomplished or Mastery)?**

This course involves the direct supervision and faculty support for students to complete and become eligible for a specific professional degree that includes stringent state licensing requirements. As our students are at the nascent stage of their professional training, I would expect most of our students to fall in the **adequate** or **developing** category of the assessment process. This is also reflected in the “**D**” or **demonstrated** rating scale of the *Performance-based Competency Assessment for Speech-Language Pathology Assistants*. The idea of **accomplished** and/or **mastery** is a category that each student will hopefully reach when they are further along in their career as a practicing SLPA.

That stated, each of the students (12) were able to successfully complete the three in-class assignments. Each of the three assignments included the following components:

1. <b>Background Information:</b> Client’s diagnosis, age, medical history, language/education history, grade, classroom placement, current goal/objective(s), and other pertinent information
2. <b>Intervention Plan:</b> Session activity, educational materials, goals and objectives, time, and other pertinent information
3. <b>Reaction:</b> Client’s response to the activity, number of target or desired behaviors, percentage, data, amount of cues and/or prompts
4. <b>Session Rating:</b> What went well in the session? What would you do differently?
5. <b>Peer Review:</b> Discussion, questions, feedback as provided by classmates and instructor

**What factors may have influenced the students who scored poorly on this SLO (Inadequate or Developing)?**

NA

**What suggestions would you recommend to help more students achieve success with this SLO?**

As this class involves student interns that work off-campus with a supervising master clinician, I would recommend that interns learn how to develop professional relationships with their supervisor(s). This is a key component of what lies ahead for each of our SLPA students in the PCC training program as they will always be assigned to work with another speech-language pathologist as an acting supervisor. A reoccurring theme in class involved numerous discussions as to how to best approach questions, concerns, evaluations, or remarks with their supervising clinician. This is often a challenge but one that is necessary in our field. I think certain role-playing activities that involve different case scenarios of various potential interactions between an acting supervisor and a student intern would be helpful. In fact, I plan to implement this activity next semester.

## Spring 2015 Course Offerings in Spanish

Span 001	Elementary Spanish
Span 002	Elementary Spanish
Span 002A	Spanish for Spanish Speakers
Span 003	Intermediate Spanish
Span 004	Intermediate Spanish
Span 005	Introduction to Spanish Literature
Span 009ABC	Spanish Conversation
Span 012	Spanish Literature in Translation

**Spring 2015**

**German 1: Elementary German**

**SLO #3: Write simple sentences using basic grammar and vocabulary introduced in class.**

**Assessment:** As part of the final test, students are asked to write a brief journal entry about what they did the previous weekend. Using the conversational past, they need to write at least seven (7) sentences, using a different verb in each sentence, and be informative and specific--not just say: I ate, I slept, etc.

**Rubric used:**

0. No demonstrated achievement.
1. Inadequate achievement. Writing is mostly incomprehensible due to abundance of errors in grammar, vocabulary, and spelling.
2. Limited or emerging achievement. Writing is mostly understandable, but still contains mistakes that may interfere with comprehension. Grammar is inconsistent; vocabulary is limited.
3. Acceptable achievement. Writing demonstrates general accuracy in grammar and word choice with only occasional and/or minor mistakes.
4. Excellent achievement. Writing demonstrates fluency and effective, accurate use of grammar and varied vocabulary. There are few, if any minor mistakes.

**Results: Score: 100% = 27 students**

4	3	2	1	0	
6	8	4	6	3	students
22.25%	29.6%	14.8%	22.25	11.1%	100%

**Analysis:** This assessment activity was difficult and administered as part of the last test of the semester. Because using correct verb forms and creating a meaningful context is challenging and needs practice, students were informed about the kind of writing they were expected to produce and had been assigned similar sentences as homework, which had been returned to them with the instructor's feedback. Although half the students scored in the top two rubrics, the results are disappointing since only one third of the students registered in the three sections of German 1 at the beginning of the semester were still active participants in the classes. Two thirds of the students dropped or disappeared from the class or did not show up to take the final test.

**Recommendations for improvement:** Writing skills are practiced and checked regularly during class activities, homework assignments and as part of chapter tests. Early on in the semester, students who are having a hard time are being encouraged to take advantage of free on-campus tutoring with the added bonus of earning extra credit to raise their grade, in addition to seeing the instructor for help; however, it is not possible to help students improve unless they invest the time and effort necessary. For the students who did, persistence paid off, and they were able to demonstrate acceptable writing skills as part of their growing proficiency in the language.

## **German 2: Elementary German**

**SLO #2: Demonstrate comprehension of elementary reading passages by identifying main ideas and supporting points and deriving meaning from context.**

**Assessment:** As part of their final exam, students read a passage of approximately 200 words about the history of the *Wartburg*, a 9th century fortress where Martin Luther hid while he was translating the Bible. After reading the passage, students are asked to provide the dates for 8 important events (not in chronological order). This activity is a valid indicator of student performance. The task goes beyond simple recognition of words and numbers, requiring a clear understanding of how a number of events relate to each other.

Rubric used:

0. No comprehension of level-appropriate text.
1. Insufficient, incomplete and/or inaccurate comprehension of level-appropriate text.
2. Limited comprehension of level-appropriate text.
3. Adequate comprehension of majority of level-appropriate text.
4. Complete, accurate comprehension of level appropriate text.

**Score: 100% = 22 students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0%	4.5%	4.5%	36.4%	54.6%

**Results and Analysis:** Of the 22 students in two sections of German 2, over 90% scored in the top two rubrics, which is an excellent result. Only 2 students had major difficulties understanding and analyzing the text. The students' excellent performance in reading reflects the dramatic progress they have made during the semester.



<b>GRMAN 3</b>	<b>Intermediate German</b>
SLO#2	Demonstrate comprehension of a variety of authentic texts at the intermediate level.

**Assessment:** As part of their final exam, students read a passage of approximately 250 words that was an announcement for musicians to apply for positions in an orchestra. After reading the passage, students are asked to answer multiple choice questions about the text. This activity is a valid indicator of student performance. For this task, the students must not only recognize vocabulary and descriptions of job openings, but also they must also demonstrate the ability to comprehend detailed, complex cultural signifiers of places, job requirements, and one's own résumé to ascertain what information is important and accurate.

**Score: 100% = 20 students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0%	0%	7.5%	7.5%	85%

**Results and Analysis:** 12 of the 14 students in German 3 who were assessed scored in the top rubric. This excellent result reflects the high quality of student performance in this class. We increased focus on reading after having relatively low scores in the previous semester, so we will continue these added readings in the next semester of German 3.

<b>GRMAN 4</b>	<b>Intermediate German</b>
SLO#2	Demonstrate comprehension of a variety of authentic texts at the advanced level.

**Assessment:** As part of their final exam, students read a passage of approximately 300 words that was an interview with opera singers about their career. After reading the passage, students are asked to answer true-false questions about the text. This activity is a valid indicator of student performance. The task goes beyond simple recognition of words and descriptions of music and cultural items, but also includes the ability to comprehend descriptions of a career and the singers' view of it.

**Score: 100% = 2 students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0%	0%	50%	0%	50%

**Results and Analysis:** Of the 2 students assessed in German 4, only one scored in the top rubric, whereas the other student achieved only the second level (this was because of that student's poor attendance record). Due to the small sample, the same assessment will be used for two more semesters of German 4.

## **German 150B: German for Business and Travel (i.e. German Conversation)**

**SLO#1:** Manage conversations based on topics introduced in class, using level-appropriate grammar and vocabulary and acceptable pronunciation.

### **Assessment: Group Presentation**

Students are asked to prepare and perform a skit "Aches and Pains" with two partners.

These were the specific requirements:

The presentation involves 3 people: two friends (or partners or spouses or roommates or relatives) and a doctor-- in two different scenes. **A** complains to **B** about aches and pains, a cold, etc. (be specific and creative). They could be meeting each other somewhere or sharing the same home. **B** urges reluctant **A** to go to the doctor, agreeing to accompany **A** there. At the doctor's office, the doctor (**C**) asks questions, makes a diagnosis and gives helpful suggestions on healthy lifestyle habits, treatment, etc. **B** is there as well, interrupting and chiming in. Keep the tone light--no serious diseases!

Use simple everyday language and appropriate use of du and Sie. Use appropriate vocabulary, grammar (modal verbs and imperative forms) and situations we have worked on--there are many examples in the book and your handouts. Minimum 15 exchanges per person.

The score for the skit is based on four separate areas:

- A. Content (i.e. focus on assigned topic, continuity and completeness)
- B. Language (i.e. accurate/acceptable grammar, usage, vocabulary)
- C. Pronunciation, intonation, and stress
- D. Fluency, volume, interaction with partners

### **Rubric used:**

- 0 No demonstrated achievement. Student generates no response or questions.
- 1 Insufficient achievement. Student generates some questions and responses, but frequent and/or major errors in grammar, usage, and cultural appropriateness demonstrate lack of understanding and severely impede communication.
- 2 Adequate achievement. Student generates questions and responses, but problems in fluency and errors in grammar, usage and cultural appropriateness may impact effective communication.
- 3 Acceptable achievement. Student generates questions and responses with fluency and few or minor errors in grammar, usage and cultural appropriateness.
- 4 Excellent achievement. Student effectively formulates clear, grammatically accurate, and socially appropriate questions and responses.

### **Scores:**

**100% = 20 Students**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
0%	0%	0%	25%	75%

**Results and Analysis:** Of the 20 students in the course, all scored in the two top rubrics, with 75% earning the top score. Students did extremely well in this class, and in particular on presentations which allow for creative scripts and dramatic acting, including props and costumes. The students enrolled in this course were especially engaged and motivated and an absolute joy to teach.

**Recommendations for Improvement:** In order for students to become proficient in a foreign language, they need to have more opportunities to practice and improve their conversational skills. The core courses, German 2, 3, 4 do not allow sufficient time for that. Conversation courses need to be offered every semester.

## GRMAN 12: German Literature in Translation

**SLO #2: Compare and contrast dominant themes, relevant topics, and stylistic conventions in representative works.**

0.	No demonstrated achievement. Student is unable to compare or contrast any aspects of representative works.
1.	Insufficient achievement. Student's analysis is incomplete and inaccurate, demonstrating a severe lack of understanding of literary themes, topics, and styles.
2.	Limited achievement. Student is able to compare and contrast some topics, demonstrating a superficial understanding of some of the works studied, but fails to analyze essential matters of style.
3.	Adequate achievement. Student compares and contrasts major themes and topics in most works, but fails to analyze matters of style.
4.	Good to Excellent achievement. Student accurately and effectively compares and contrasts dominant themes, relevant topics and stylistic conventions, demonstrating a thorough understanding of the works studied.

**Assessment:** On their final exam, students were required to list at least 3 major figures or motifs and stylistic markers for 6 different literary periods, and then to describe their similarities and contrast their differences to another period. This activity is a valid indicator of performance because it requires students to know not only the characteristics of the styles of each period but also which facets are relevant and pertinent in contrast to other periods.

**Score: 100% = 20 students**

0	1	2	3	4
8.3%	0%	16.6%	16.6%	58.3%

**Results and Analysis:** Three quarters of the 12 German 12 students assessed scored in the top two rubrics. By examining the role that genre played in each literary period, we were able to isolate and study the stylistic conventions and themes common to each of them. Those approaches involved recognizing themes within each genre, and some students (one quarter of the class) had difficulty with these goals. I will focus next semester on definitions of genres to assist the students and raise the scores.



**Course number and title: Span 1 Elementary Spanish****SLO number and text:**

SLO #2 Identify salient points in reading selections by responding orally or in writing to content based questions.

**Assessment\*:**

During the final examination period, the students were given a reading with a comprehension activity where the students were to answer true or false questions.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

19 sections offered, 3 sections assessed for a total of 64 students (27 N/A)

Score	4	3	2	1	0
Percent (## students)	48%	23%	17 %	11%	0%

**Analysis and Interpretation:**

The data varied from professor to professor. In one professor's classes, all students scored at levels 3 or 4, except for one student who scored at level 2. In the other professor's class, 50% of the students did well, but 50% of them did not, which the professor found "shocking," since the students had performed much better on previous tests and classroom activities. The lack of success was attributed to students not following directions.

**Closing the Loop (Reflections on previous Recommendations):**

We have changed the textbook since the last assessment of SLO #2, so that may have had an effect on the outcome.

**Recommendations for Improvement:**

Students need to be reminded to read directions and follow them well.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 2 Elementary Spanish****SLO number and text:**

SLO #2 Read and write simple questions and answers which employ level appropriate vocabulary.

**Assessment\*:**

On the final exam, the students were given a passage to read, answer questions and then write about a trip or their vacations.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

8 sections offered, 1 section assessed for a total of 18 students (with 6 N/A)

Score	4	3	2	1	0
Percent (## students)	44%	44%	2 %	0%	0%

**Analysis and Interpretation:**

Most of the students performed at the mastery and accomplished levels, and all of the students gave an adequate performance. The students showed that they have the necessary reading skills to move on to the next level of Spanish.

**Closing the Loop (Reflections on previous Recommendations):**

We are pleased with these results, but the findings are based on only one class. In the future, more full-time professors must participate in assessing SLOs since multiple sections of Spanish 2 are offered each semester.

**Recommendations for Improvement:**

More professors must be involved in assessment process.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 2A Spanish for Spanish Speakers****SLO number and text:**

SLO #1 Identify the correct and proper use of grammatical structures and accentuation.

(The professor did not assess SLO#2 as was suggested for the spring semester)

**Assessment\*:**

On the final exam, students were given two paragraphs and were supposed to place the correct accent marks on words as needed. Then the students were to classify each word according to the standard category of accent marks.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

4 sections offered, 1 section assessed for a total of 34 students

Score	4	3	2	1	0
Percent (## students)	0%	6%	76 %	18%	0%

**Analysis and Interpretation:**

The data the Department Coordinator was able to retrieve from eLumen does not match the following comments written by a professor who no longer teaches at PCC. We include them because we assume there was a mistake in entering the data.

15% of the class indicated mastering and accomplishment of the accentuation in Spanish. The results are not valid or reliable since in regular class performance, 85% are able to show knowledge of accentuation in Spanish.

**Closing the Loop (Reflections on previous Recommendations):**

These results do not represent the typical performance in our classes. The students were exposed to the same practice used in other semesters at this level.

**Recommendations for Improvement:**

Continue the effort of continuous and consistent practice, exercises of accentuation in class activities.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.



**Course number and title: Span 3 Intermediate Spanish****SLO number and text:**

SLO #2 Summarize and analyze class readings and current events using appropriate grammar and diction.

**Assessment\*:**

During the final examination period, students were given a photocopy of a story that had been read in class earlier in the semester. The students were to reread the story to refresh their memories and then summarize and analyze the reading individually and orally with the professor.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

3 sections offered, 1 section assessed for a total of 20 students (with 3 N/A)

Score	4	3	2	1	0
Percent (## students)	50%	10%	30 %	10%	0%

**Analysis and Interpretation:**

In general, the students did quite well on the assessment, with half of the class scoring a 4. There were two students who were assessed at level 1, but they did not complete homework assignments and hence did not have the practice reading and analyzing that the other students had throughout the semester. The results are valid, reliable and satisfactory.

**Closing the Loop (Reflections on previous Recommendations):**

We are pleased with these results, but the findings are based on only one class. More professors must be involved in assessment process in order to obtain a better understanding of how our students are performing at level 3.

**Recommendations for Improvement:**

At this moment, we do not recommend changes to the SLO statement, rubric or assessment tool. However, perhaps the College could allow professors to drop students who do attend but do not complete assignments, and therefore receive less than satisfactory grades.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 4 Intermediate Spanish****SLO number and text:**

SLO #2 Analyze class readings and current events orally, using appropriate grammar and diction.

**Assessment\*:**

The students were given a reading and then asked questions to which they were required to discuss and respond orally.

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

2 sections offered, 1 section assessed for a total of 17 students

Score	4	3	2	1	0
Percent (## students)	65%	35%	0 %	0%	0%

**Analysis and Interpretation:**

The scores are excellent and show that our Spanish 4 students are mastering the subject matter. The data is based on one of the two sections of Spanish 4 that we offered in Spring 2015 and, thus, the outcomes are indicative of the overall performance of our students.

**Closing the Loop (Reflections on previous Recommendations):**

The students are performing very well.

**Recommendations for Improvement:**

At this moment, we do not have any recommendations for improvement, but we feel that we need to continue offering two sections of Spanish 4 per semester.

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Course number and title: Span 5 Introduction to Spanish Literature**

**SLO number and text:**

SLO #2 Analyze literary texts.

**Assessment\*:**

No Assessments Found

**Rubric:**

Mastery	Accomplished	Adequate	Substandard	Inadequate
4	3	2	1	0

**Data\*:**

1 section offered

Score	4	3	2	1	0
Percent (## students)	##%	##%	## %	##%	##%

**Analysis and Interpretation:**

A former adjunct professor at PCC taught the only section of Spanish 5. The instructor did not enter an assessment in eLumen and, as such, the data is lacking. However, the following comments are quoted from the instructor.

**Closing the Loop (Reflections on previous Recommendations):**

"So far the students have been performing at an average B – B+ level, that is getting better each month. I see it in the Spanish compositions, in their analytical skills, and in the type of questions they ask in a very active class."

**Recommendations for Improvement:**

"Yes, the moment the group (the class, overall) stops performing at the previous (satisfactory) level, the instructor should implement some tactical changes, without affecting the strategy for the course. For example, the professor could change the course's dynamics, have a different set of activities."

**Resource Needs:**

N/A

\*For Distance Education courses, multiple assessments and data sets should be included to demonstrate authentic assessment, in keeping with documentation requirements for courses taught in Distance Education formats.

**Assessment:** Attend. the current main stage student production and write a 2 page review of that includes: 1, Focus his/her paper on the quality of the acting in the production. 2, justification for his/her opinions with examples and specifics. 3, Demonstrate knowledge of the script, plot and themes.

**Rubric:**

4. Student applies all three assessments and expresses them in a well-organized fashion
3. Student addresses not all of the three fully but gets the basic Idea and communicates it well.
2. Dose only part of the assignment and expresses some ideas w/o justifying his/her opinions.
1. Does not mention the acting but did attend the play and wrote something
0. Did not do the assignment.

**Results:**

Score	4	3	2	1	0
Percent (26 students)	42 %	8%	12%	0 %	38 %

**Analysis:** 1 section was assessed.. The result speak for themselves. Those who attend usually do well. The issues here is getting them to go to the performance. Since part of the grade and purpose of the class is to have the theatre experience and write about it to verify ones attendance and comprehension. It is a major part of the learning experience.

**Recommendations for Improvement:** We offer incentives to attend by \$5 student ticket prices and free dress rehearsal the Thursday before opening. We have tried free matinees and Thursday night performances and it has made little difference. It is a part of their written assignment along with chapter summaries/ tests and script analysis. Perhaps this could be a major part of their commitment by making it a bigger slice of the final grade pie. But where would we cut from the other requirements?

The target goal would be to have all attend. I surmise that students do not have much knowledge about live theatre and have only seem High School or elementary school performances which can be pretty awful. They only see acting in film or television. Perhaps a special performance, at a special time for all Theatre arts student from all theatre arts classes. This would be included in the class schedule as part of the times required as part of the class meeting time. We used to, in the times of long ago, before budget cuts, invite High Schools to a special 10:30 am performance just for them on a specific Wednesday morning. Perhaps we could construct such an arrangement for our theatre students? Like an assembly of sorts? Noon on Tuesdays and Thursdays are free.

**Resource Requests:** The classroom C-108 is in great need for replacement of rehearsal

furniture, props and set pieces. And regular room CLEANING.

**Course:** THRT 002A - Beginning Acting

Spring 2015

**SLO: #1)** Demonstrate basic skills of acting, including physical, vocal and emotional elements.

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**Assessment:**

Performance in front of class of an scene from a play supplied by the instructor that includes: 1, Line memorization. 2, Indicated costume 3, Blocking 4. Character.

**Rubric:**

4. Student applies all four assessments and is well rehearsed.
3. Student addresses not all of the four fully but gets the basic Idea and communicates it well.
2. Only part of the assignment is accomplished and is under rehearsed.
1. Does not demonstrate that she/he has rehearsed
0. Did not do the assignment.

**Results:**

Score	4	3	2	1	0
Percent (17 students)	47%	6%	12%	29%	6 %

**Analysis:** The class was assigned 2 scenes. This is the first. They were to apply the principals learned so far in class. The procedure to help prepare them for their final performance occurred in three stages 1. A read through, 2. A work in progress and 3. The final performance.'

**Recommendations for Improvement;** the system works very well as long as the students follow the 1,2,3 pattern. This assignment usually gets great success. No changes needed.

**Resource Requests:** The classroom C-108 is in great need for replacement of rehearsal furniture, props and set pieces. And regular room CLEANING.

**Course:** THRT 002B - Intermediate Acting

Fall 2014

**SLO: #2**

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In-depth analysis of texts as they pertain to character development

**Assessment:**

Write a script analysis of the students acting scene using Uta Hagen's 9 questions from her book Respect for acting.

**Rubric:**

4. Student answers all 9 questions completely in a well organized fashion
3. Student addresses most of the 9 questions but gets the basic Idea and communicates it well.
2. Does only part of the assignment or his/her answers are general and not explored
1. Does not answer the questions or follow instructions
0. Did not do the assignment.

**Results:**

Score	4	3	2	1	0
Percent (21 students)	19%	14%	38%	5%	24 %

**Analysis:** The class was assigned to right the 9 question twice. Once to get my feed back and then return it for a grade.. There were 21 students given this assignment. Only seven student completed both assignments. eight completed only one. One did part of the assignment and not the second half. Five never attempted it. The results require a paper and are thus reliable. This is not a satisfactory result. All of the students should do both assignments for the educational value and theatre experience. This is the intermediate level class. At this point students should be much more tuned into theatre and have increased desire to learn.

**Recommendations for Improvement:** Perhaps we should include require the second version to be handed in before the next performance of the scene.

**Resource Requests:** The classroom C-108 is in great need for replacement of rehearsal furniture, props and set pieces. And regular room CLEANING.

**Course:** THRT 02C Advanced Acting Fundamentals

Fall 2014

**SLO: #3**

Perform a role in front of an audience with integrity and confidence.

**Assessment:** This assignment occupies four weeks or ½ of the semester. It is a written assignment that involves critical thinking and performance.

The class explores an assigned script from a published play chosen by the instructor before class begins. Students are to read the paly (The Baby Dance) and analysis it for preparation that will result in acting one or more scenes from said play. The purpose being to simulate the process involved in preparing and performing a play for an audience. This includes: Researching the author's themes, bio, past work. Analysis of the play and

reviews. Breakdown of the script into beats with scoring the crisis, climax and falling action. Marking the character's arch throughout the story. How he changes, the events that make for this change? What is the moral, theme of the play?

**Rubric:**

4. A well rounded performance that includes. mastery of the lines and blocking, character and use of props, finding & playing the arc of the scene, strong voice and diction.
3. Most elements are evident but, not as precise or insightful.
2. Performance is too general not fully developed.
1. Just scratched the surface. No depth. Lacks advanced level acting
0. Did not perform

**Results:**

Score	4	3	2	1	0
Percent ( 5 students)	80%	20%	%	%	%

**Analysis:** This is a shared class with THRT 02B whose combined enrollment is 20 -25 This is an advanced acting class. The student who take this class are highly motivated. The assignment seems to be working in that the students are involved and find it helpful to improving their acting.

**Recommendations for Improvement:**

This is a small sampling (5 students) next semester THRT 02C will be a separate course and that will hopefully supply a larger data base.

**Resource Requests:** The classroom C-108 is in great need for replacement of rehearsal furniture, props and set pieces. And regular room CLEANING.

**Course:** THRT 02C Advanced Acting Fundamentals

Spring 2015

**SLO:** #3. [Perform a role in front of an audience with integrity and confidence.](#)

**Assessment:** This assignment occupies four weeks or ½ of the semester. It involves a written scene analysis and performance. This SLO focuses on the performance aspect of the assignment.

The class explores an assigned script from a published play chosen by the instructor before class begins. Students are to read the play and analysis it for preparation that will result in acting one or more scenes from said play. The purpose being to simulate the process involved in preparing and performing a play for an audience. This includes: Researching the author's themes, bio, past work. Analysis of the play and reviews. Breakdown of the script into beats with scoring the crisis, climax and falling action. Marking the character's arch throughout the story. How he changes, the events that make for this change? What is the moral, theme of the play? And bring this 'homework' to a

comprehensive performance.

**Rubric:**

4. A performance that includes elements of 1. Character development. 2. Demonstration of line memorization. 3. Integrated blocking 4. Use of props, and 5. Indicated costumes.
3. Most element performed well and communicated adequately. But, not as precise or insightful or as well developed.
2. Home work' not as well applied or affective as a performance.
1. Under rehearsed. Result of lack of preparation
0. Work not done.

**Results:**

Score	4	3	2	1	0
Percent ( 19 students)	26%	16%	42%	16%	%

**Analysis:** This is an advanced acting class. It is designed to deepen the understanding and develop a more complex performance than 2A or 2B. It requires a greater degree on commitment, dedication and work. The performance part of this assignment is the most popular among the students. It sometime takes some student to realize the value of this written work.

**Recommendations for Improvement:**

I require the paper work prior to the performance. But since the other actor may be ready (Paperwork included) I cannot prevent the scene from performance as it would punish the compliant student as well. So, the performance equals 50% of the grade. This works pretty well.

**Resource Requests:** The classroom C-108 is in great need for replacement of rehearsal furniture, props and set pieces. And regular room CLEANING.

**Course:** THRT 004A – MIME

Spring 2015

**SLO: #1**

-Present a simple mime sketch that includes: Character, Story, and Formal Mime Illusions.

**Assessment:** Midterm, demonstration of techniques learned in a team-taught class, joined together in a single performance. My half involves mine illusions and physical story telling in harmony with the vocal work taught by Anita Adcock.

**Rubric:**

4. Mastery of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.
3. Good application of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.



2. Adequate ability of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.

1. Poor execution of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality. Under rehearsed.

0. No evidence of preparation. No command of the body, no expression of performance

**Results:**

Score	4	3	2	1	0
Percent ( 15 students)	36%	60%	0%	%	4%

**Analysis:**

**Recommendations for Improvement:** I feel we are on the right path at present and continue to work for 100% participation and thus have all students achieve success.

**Resource Requests:** None

**Course:** THRT 008 - Voice and Movement for the actor

Fall 2014

**SLO: 2.** Demonstrate isolations exercises such as inclinations and rotations. Create physical characters based on animals, body leads and abstraction.

**Assessment,** Slow motion: demonstration of techniques of slowing the action in order to explore how the body prepares for and executes movement, this is a team-taught class. My half involves mime illusions and physical story telling

**Rubric:**

4. Mastery of learned mime illusions slow motion that involves even the thinking and preparation for each move. In a short scenario.

2. Adequate ability but not every move is slow motion.+-----

1. Poor execution of learned mime illusions and story-telling. Under rehearsed.

0. Did not perform.

**Results:**

Score	4	3	2	1	0
Percent ( 22 students)	27%	55%	9%	0%	9%

**Analysis:** Results are quite good. 82% are above average. Results are subjective and thus are valid and reliable in my observations. I had only two students who missed the assignment. I would like all to finish their work but am happy with this result.

**Recommendations for Improvement:** I feel we are on the right path at present and continue to work for 100% participation and thus have all students achieve success.

**Resource Requests:** None. W201 is a almost perfect space with mirrors and a large, open space.

**Course:** THRT 008 - Voice and Movement for the actor

Spring 2015

**SLO: #1**

Present a simple mime sketch that includes character, story, and formal mime illusions.

**Assessment:** Midterm, demonstration of techniques learned in a team-taught class, joined together in a single performance. My half involves mine illusions and physical story telling in harmony with the vocal work taught by Anita Adcock.

**Rubric:**

4. Mastery of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.
3. Good application of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.
2. Adequate ability of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality.
1. Poor execution of learned mime illusions, physical dexterity, economy of movement, good story telling, energy and theatricality. Under rehearsed.
0. No evidence of preparation. No command of the body, no expression of performance

**Results:**

Score	4	3	2	1	0
Percent ( 19 students)	27%	16%	41%	16	6%

**Analysis:** Results are adequate . 43% are above average. Results are subjective and thus are valid and reliable in my observations. We have done better in the past.

**Recommendations for Improvement:** I feel we are on the right path at present and continue to work for 100% participation and thus have all students achieve success. We had a new teacher in the voice section and perhaps that was the result of a learning curve

**Resource Requests:** None

**SLO: #1**


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Perform a role in a musical production.

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**Assessment:** These are major musical theatrical productions (Young Frankenstein) done with full sets, costumes and other production values. The assessment of the student actors occurs during the multiple weeks of rehearsal and several performances in front of a paying public audience. Elements include: taking direction, blocking line memorization, developing a character, staying in character, vocal projection, singing, dancing, repeatability, co-operation, flexibility (physical and otherwise) reliability, being on time and growth.

**Rubric:**

4. Well prepared, well executed, prompt and dependable.
3. Mostly the above but not precise.
2. Behavior with-in the bounds of acceptable but could be better.
1. Pushing it. On verge of acting irresponsible and not showing respect.
0. Needs to be replace due to poor behavior and performance.

**Results:**

Score	4	3	2	1	0
Percent ( 26 students)	92%	5%	3%	%	%

**Analysis:** 26 students in the cast 12 men and 14 women. We had some problems with scheduling such a large cast, as would be expected. Some adjustment were made do to work and class conflicts. But once that was worked out rehearsals ran smoothly. A few were minor late. This is well within the acceptable limits for a college theatrical production. I believe their stellar behavior was do the love they have for putting on a play. The joy of theatre. The Arts.

**Recommendations for Improvement:** Better publicity for our production, support from the college. A full-time box office person. Credit card sales. Advanced ticket sales. Season Tickets. SLOs need to be revamped as some are not assessable.

**Resource Requests:** see above

**SLO: #**


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Analyze, break down, and memorize a script.

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**Assessment:** These are small theatrical productions (Short Plays by William Inge) done with minimum sets, costumes and other production values. The rehearsal time is much shorter than a main stage production and thus avails itself to students with less time to devote to rehearsal. The assessment of the student actors occurs during the multiple weeks of rehearsal and several performances in front of a paying public audience. Elements include: taking direction, blocking line memorization, developing a character, staying in character, vocal projection, repeatability, co-operation, flexibility (physical and otherwise) reliability, being on time and growth.

**Rubric:**

4. Well prepared, well executed, prompt and dependable
3. Mostly the above but not precise
2. Execution with-in the bounds of acceptable but could be better
1. Pushing it. On verge of acting irresponsible and not showing respect
0. Needs to be replace due to poor behavior and performance

**Results:**

Score	4	3	2	1	0
Percent ( 16 students)	88%	9%	3%	%	%

**Analysis:** 15 students in the cast 7 men and 8 women. These plays are all written by Wm. Inge. A chance for the students to learn about and experience this great writer's work and the times of the 1950's.

No major problems with any of the cast. Some adjustment were made do to work and class conflicts. But once that was worked out rehearsals ran smoothly. A few were minor late arrivals. This is well within the acceptable limits for a college theatrical production. I believe their stellar behavior was do to the love they have for acting in a play. And our organization/ scheduling.

**Recommendations for Improvement:** Better publicity for our production, support from the college. A full-time box office person. Credit card sales. Advanced ticket sales. Season Tickets. As it is now, we have a TBA rehearsal schedule which at other times has created problem with conflicts over work and other scheduling. I think it would be advisable to have a scheduled, set class time that students would be required to sign up for. This way, there would be less contested time availability. SLOs need to be revamped as some are not assessable.

**Resource Requests:** repairs to C-106 the 'Little Theatre', seats repaired, repaint the walls, remove the drop ceiling, We perform for the public and this space is very shaby.

**Course:** THRT 029– Rehearsal and Performance

Spring 2014

**SLO:** #1

Analyze and break-down a script for the purpose of bringing it to performance in a fully staged production

**Assessment:** These are major theatrical productions (The Prime of Miss Jean Brodie) done with full sets, costumes and other production values. The assessment of the student actors occurs during the multiple weeks of rehearsal and several performances in front of a paying public audience. Elements include: taking direction, blocking line memorization, developing a character, staying in character, vocal projection, repeatability, co-operation, flexibility (physical and otherwise) reliability, being on time and growth.

**Rubric:**

4. Well prepared, well executed, prompt and dependable.
3. Mostly the above but not precise.
2. Behavior with-in the bounds of acceptable but could be better.
1. Pushing it. On verge of acting irresponsible and not showing respect.
0. Needs to be replace due to poor behavior and performance.

**Results:**

Score	4	3	2	1	0
Percent ( 8 students)	90%	8%	2%	%	%

**Analysis:** 10 students in the cast 3 men and 7 women. No problems with any of these marvelous people. Some adjustment were made do to work and class conflicts. But once that was worked out rehearsals ran smoothly. A few were minor late. This is well within the acceptable limits for a college theatrical production. I believe their stellar behavior was do the love they have for putting on a play. The joy of theatre. The Arts.

**Recommendations for Improvement:** Better publicity for our production, support from the college. A full-time box office person. Credit card sales. Advanced ticket sales. Season Tickets. SLOs need to be revamped as some are not assessable.

**Resource Requests:** see above

**Course:** THRT 131 – Intersession Performance Workshop

Spring 2015

**SLO: #4**

4. Rehearse and prepare for a role

**Assessment:** This is a joint directed play production for intersession. (Spoon River Anthology) Two directors divide a large cast of approximately 30 into rehearsalable parts. The same elements that are required in the main stage and studio production are also here. Those elements include: taking direction, blocking line memorization, developing a

character, staying in character, vocal projection, repeatability, co-operation, flexibility (physical and otherwise) reliability, being on time and growth.

**Rubric:**

4. Well prepared, well executed, prompt and dependable.
3. Mostly the above but not precise.
2. Behavior with-in the bounds of acceptable but could be better.
1. Pushing it. On verge of acting irresponsible and not showing respect.
0. Needs to be replace due to poor behavior and performance.

**Results:**

Score	4	3	2	1	0
Percent (30 students)	95%	3%	1%	%	1%

**Analysis:** 30 students. This is a very large cast for THRT 131. This is a play of monologues. Each actor must create 2 or 3 challenging poetic characters and sing. It requires full cast rehearsals and extensive blocking/staging time.

**Recommendations for Improvement:** This year 2015 has been a wonderful and exiting experience for the cast and the directors. BUT, since we are now required to have casts of 15 or more for all our production it will be difficult to find plays like 'Spoon' that combined large cast, evenly divided with ensemble rehearsals that involve the entire cast. Most large cast plays have many small parts and few major roles. Most modern plays have smaller cast because , in the professional world it is too expensive to produce. Therefore this 'rule' will hurt our ability to present many wonderful, educationally beneficial and challenging production. Not a good situation for Theatre Arts

**Resource Requests:** none