

LMC Comprehensive Program Review

Instructional Units

2017-2018

Report Name: Assessment Report – Teaching & Learning Committee

The following report contains the responses to Questions in Section #7 “Assessment Effectiveness” for Instructional Units extracted directly from the submitted Comprehensive Program Reviews for Instructional Units. The information contained has not been altered, it was extracted exactly how it was written.

7.1 Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1 If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Administration of Justice

We have not assessed ADJUS-124. This course was not taught on a regular basis. It will be assessed Spring 2018

Anthropology

All our courses were assessed.

Appliance Service Technology

All courses are up-to-date on assessment.

Arts/Graphic Communications/Humanities

No response indicated.

Astronomy

ASTRO 10 is in Cohort 2. Its COOR update was due in the Fa14–Sp15 academic year and its assessment did occur in Cycle 1 and was approved on May 8, 2014

ASTRO 11 is in Cohort 2. Its COOR update was due in the Fa14–Sp15 academic year and its assessment did occur in Cycle 1 and was approved on May 26, 2015.

Automotive Technology

Four courses were listed on the report as not assessed. These courses were assessed in the first cycle by the instructors responsible for these courses. Auto 35,37, 42 were assessed in the 13-14 cycle and auto 43 was assessed in the 12-13 cycle. 900 courses were developed for our Diesel program and were just

recently converted into a permanently approved course. These two courses will be assessed in the new cycle.

Biological Sciences

N/A

Business

The courses not assessed were some of the 1.5 and .5-unit courses. These courses were not done so that the faculty could spend time on more in-depth assessment and analysis of 3 and 4-unit courses and get the department on cycle with assessments.

Child Development

Some of our assessments were complete but were not uploaded. We found them in the conversion of the L Drive.

Our department faculty are extremely busy and involved with the college. The assessments were missed.

Chemistry

All were assessed.

Computer Science

COMSC-049, 51, 60, 80 and 120 are shown not to have been assessed but we did them and have the reports.

COMSC-122, 126, 132, 142. COMSC-122, 132 and 142 were courses that were newly developed for the Computer Science AS-T degree and were put into cohorts that had already passed.

COMSC-126 was not offered.

Cooperative Education

No response indicated.

Dramatic Arts

Drama 71 – Documentary Filmmaking has been deactivated since the previous faculty who taught the course and owned all of the necessary equipment retired. The department has not found an appropriate replacement so the course was deactivated.

Economics

ECON 10 was assessed in 2015-2016

ECON 005 was assessed in 2013-2014

ECON 11 was assessed in 2012 -2013

Electrical/Instrument Technology

All courses were assessed in Cycle 1 however, I have noted that the semester stated in the course assessments for ETEC-40, 42, 46, 50, 52, 56 and 58 was incorrect (i.e. Spring 2012). I will correct the semester information on these assessment documents and re-submit.

Emergency Medical Services

EMS-10, EMS-11 and EMS-14 were not assessed staff met to develop a path forward towards compliance of new mandates established by NREMT in September 2017. EMS-004 and EMS-008 have not been offered so they were not assessed.

Engineering/Physics

Engineering - N/A

Physics - All courses have been assessed, including PHYS 37, which the document incorrectly claims has not been assessed. The assessment can be resubmitted at any time if requested.

English – Transfer & Developmental

N/A

English as a Second Language

All ESL courses that were scheduled and run – i.e., not canceled – were assessed.

Fire Technology

Fire 106 was not as the Instructor is not a Fire Instructor. As the new Department Chair I will work with adjunct faculty to begin working on assessing these Fire 106.

History

Some courses were not assessed due to the changeover in staffing. Don Kaiper left LMC in 2013, and then Josh Bearden began in 2015. There was a one year gap when all courses were taught by part time instructors. This shift explains why some courses did not get assessed in the previous cycle.

Humanities

No response indicated.

Journalism

Not applicable because all courses were assessed.

Law Enforcement Academy

N/A

Licensed Vocational Nursing

Since restarting the LVN program, all courses have been or will be assessed by the end of Spring 2018. A new Cohort Cycle grid has been created that better matched the three-semester program cycle and we are waiting for the new Cycle grid to be uploaded into the tool so we can upload our course assessment files.

Math – Transfer

We have assessed all courses on schedule.

Math – Developmental

We have assessed all courses on schedule.

Management & Supervision

Mangt 065: Only offered once a year, often by new part-timers. Was not offered in 2015-16.

Music

Music 74 has not been assessed because it was not offered due to low enrolment. Until such a time that this course is offered, we could not assess it. Also music 34 could not be assessed for the same reason.

Physical Education/Kinesiology

N/A

Philosophy

N/A

Political Science

POLSC 10 was assessed in Cycle 1.

Psychology

N/A

Process Technology

PTEC-004 Process Technology Career Exploration has not been offered in the past three years. Career aspects of the course are now being taught in PTEC-060. The course is not required for the PTEC certificate or degree and was only offered online during the summer. The course was designed to generate interest in process technology as a career path and to attract students to the program. PTEC-060 Industrial Technology Career Preparation is a required course for the PTEC certificate and degree. It is currently being offered twice per year. It is an oversight that this course was not assessed in Cycle 1 and it needs to be assessed right away.

Recording Arts

All courses were assessed.

Registered Nursing

RNURS-001, RNURS-028, RNURS-030, RNURS-031, RNURS-034, RNURS-036 were not assessed due to the approval visit from the Board of Registered Nursing, the departure of a Director, understaffing of full-time RN faculty. The hiring of an Associate Dean of Nursing and additional adjunct faculty has enabled us to begin working on assessing these CSLOs.

Sociology

N/A

Speech/Communications

N/A all course were assessed in Cycle 1.

Travel Marketing

Although the report indicates that some courses were not assessed in Cycle 1, all of the travel courses were assessed as scheduled. Travel courses marked as not assessed on the report were assessed as follows:

TRAVL 87, Mexico Destination Specialist: Assessed Spring 2015, COOR approved May, 2015

TRAVL 95, Advanced Travel Concepts: Assessed Spring 2015, COOR approved October, 2015

TRAVL 96, Alaska Destination Specialist: Assessed Spring 2013, COOR approved May 2014

TRAVL 130, Home Based Travel: Launching Your Business: Assessed Jan 2016, COOR approved Feb, 2016

TRAVL 131, Home Based Travel: Success Factors: Assessed Jan 2016, COOR approved Feb, 2016

Welding Technology

The data shown the cycle 1 assessment is incorrect. All Welding courses have been assessed except Weld 100. Weld 100 Industrial Trade and Tech was just offered last summer (2017) and was not scheduled to be assessed in previous schedules. It is a short course lasting only about 5 days for us during the summer semester.

World Languages

N/A

7.1.2 If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

a.) delete the course

b.) market/promote the course to gain enrollments

c.) other

Administration of Justice

a. We will keep the course

b. Program personnel has been assigned to conduct assessment during spring 2018 semester

Anthropology

c. Other- All courses were assessed.

Appliance Service Technology

n/a

Arts/Graphic Communications/Humanities

No response indicated.

Astronomy

n/a

Automotive Technology

No response indicated.

Biological Sciences

N/A

Business

N/A

Child Development

The only course that has not been offered is ChDev 77. We plan to deactivate this course.

Chemistry

N/A

Computer Science

COMSC-126 was not offered. We will discuss the future of this course in our next advisory board meeting.

Cooperative Education

c. Other - Cohorts will be assigned moving forward with COOP 160 in year 1, COOP 160 in year 2 and COOP-180 in year 3, The CTE committee will be utilized to review and assess the COOR's and ensure inclusive of thematic needs for all of CTE.

Dramatic Arts

c. Deactivated

Economics

N/A

Electrical/Instrument Technology

N/A

Emergency Medical Services

b. Market/promote the course to gain enrollments

Engineering/Physics

Engineering - N/A

Physics - N/A

English – Transfer & Developmental

N/A

English as a Second Language

The course in Cycle 1 that was not assessed and for which I re-utilized the last CSLO assessment of the course from 2011 – ESL-014 - has been redesigned and will be replaced by the new ESLC-095SL. It will be part of a LMC Skills Certificate entitled, *Advanced English for Academic and Professional Advancement*. The redesign's goal is that successful completion of this course – in conjunction with corresponding overall English language grammatical and reading/writing proficiency – purposefully prepares students

to succeed in Communication Studies (Speech Communication) courses, other college-level courses, and job/workplace/career opportunities. It will be “marketed” as part of the Level Instructional Comprehensive Program Review

4 – *Exiting* 3-course package of advanced general and career technical education transition and support courses for multilingual English language learners – ESLC-095WRV, ESLC-095G, and ESLC-095SL.

Fire Technology

c. Other – The course(s) were offered and will be assessed in the upcoming year.

History

As I mentioned above, there is a need to discuss certain courses (such as Hist 033, Hist 046). Some courses do need to be deleted to make room for new courses.

Humanities

No response indicated.

Journalism

Not applicable because all courses were assessed.

Law Enforcement Academy

N/A

Licensed Vocational Nursing

N/A

Math – Transfer

N/A

Math – Developmental

N/A

Management & Supervision

c. Other – Missed courses to be assessed in 2018-19.

Music

a. Market/promote the course to gain enrollments

Physical Education/Kinesiology

N/A

Philosophy

N/A

Political Science

We will be officially deleting POLSC 20: Introduction to Politics because it is not required for our AA-T degree and POLSC 10: Introduction to American Government fulfills the same general education and transfer requirements.

Psychology

N/A

Process Technology

The option for PTEC-004 is "Other". We are beginning to add an online component to the program and this course may still serve a recruitment role when offered with other credit bearing courses. A decision to keep or delete the course should be made within a year.

Recording Arts

N/A

Registered Nursing

c. Other

The course(s) were offered and will be assessed in the upcoming year.

Sociology

N/A

Speech/Communications

N/A

Travel Marketing

N/A

Welding Technology

Weld 100 was just offered last summer (2017) and we plan to offer it every summer as long as management is willing to pay for it. It is a great recruiting tool for the program and LMC as prospective high school students make up the course.

World Languages

We have deleted all courses that have had low enrollments over the past three years. The department will be promoting the new intersession courses for 2019.

7.1.3 Course Level Assessment – The 3M's

Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Administration of Justice

Meaningful – We rate this at “3” we believe that the assessment definitely had meaning. It caused us to reflect on our course objectives to ensure that they are not just slogans and that we are striving to provide the meaning necessary for students to reach our objectives.

Measurable – We rate this at “3” we collected data that measured what we wanted to measure, answered our questions about the course and was easy to interpret which will allow us to make the changes we need.

Manageable – We rate this at “3” all program staff participated in the assessment process, which made the outcome meaning to the entire cadre

Anthropology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Appliance Service Technology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Arts/Graphic Communications/Humanities

Meaningful – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Astronomy

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: Assessment was not manageable.

Automotive Technology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Biological Sciences

Reviewing CSLO reports from the past 5 years revealed the following trends:

- Mostly exam questions were used as assessment tools, though there were some lab reports, projects, and presentations utilized to examine achievement of learning outcomes
- Proficiencies were across the board for our department's CSLOs.
- Level of reflection was limited across our reports, though curricular and pedagogical changes were suggested for some courses.

Meaningful – 1-2: the assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes. The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Below are the summaries for each CSLO report:

- Bio5 - Mix of assessment tools used. Proficiency data were hard to understand. Substantial reflective discussion and curricular changes reflected in report.
- Bio7 - assessment tools were MC exam questions, one lab report, and one oral presentation. High proficiency on all. No curricular changes.
- Bio8 - assessment tools varied. Proficiencies varied. Reflective next steps regarding curriculum and pedagogy included.
- Bio10 - assessment tools varied. Proficiencies across the board, many high. Data presented from 3 separate sections, along with 3 separate reflections from each faculty assessing. Curricular changes implemented varied across 3 separate instructors
- Bio20 - There was normal range of proficiencies across the CSLOs using a variety of assessment tools. A few curricular changes were suggested and student abilities' were reflected on. Otherwise, course curriculum and CSLOs were established to be effective for these biology transfer students.

- Bio21 - variety of assessment tools used. Proficiencies largely high. Some curricular/ pedagogical changes included in improvement plan.
- Bio30 - mostly exam questions used for assessment purposes. Proficiencies were difficult to understand, as percentage sums exceeded 100%. One substantial curricular change included.
- Bio40-limited information on assessment tools. Seems as though they were built into the course (midterm and lab questions), which is very manageable. Proficiencies were all between 64 and 80%. Excellent level of reflection and substantial, yet manageable curricular changes made.
- Bio45 - Effectively utilized exam questions as assessment tools. Proficiencies reflected a normal distribution appropriate for a rigorous pre-professional prerequisite course. Recommendations were to continue with current curriculum for most CSLOs.
- Bio50 - Effectively utilized exam questions as assessment tools. Proficiencies mostly high. Next steps included consideration of implementing additional pre-reqs.
- Nutr55 - variety of assessment tools used. High proficiency on all. Level of reflection minimal...curricular changes not entirely clear, other than going over instructions more carefully.

Business

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Child Development/Education

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 1: Assessment was not manageable.

Chemistry

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 1 (see 7.2.2): The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Computer Science

For this part we would rate it 2 across the board.

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – The assessment produced some measurable information, but created more questions than answers.

Manageable – The assessment process was somewhat manageable, but posed challenges to implement across the program.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Meaningful –

Measurable –

Manageable –

Dramatic Arts

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Economics

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Electrical/Instrument Technology

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Emergency Medical Services

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Engineering/Physics

Engineering:

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: We had too many PSLOs, but we will have fewer, but better, PSLOs in the future. Also, the current CSLOs were not currently aligned with our PSLOs. The assessment process was somewhat manageable, but posed challenges to implement across the program.

Physics:

Meaningful – 2.5: Parts of 2 and 3 are correct for different CSLOs/Courses. (2) The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear. (3) Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 2.2: There have been useful results, but usually not beyond what was already known before the assessments were given, and there have been times when we “created more questions than answers”. (2) The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Manageable – 2: We had too many PSLOs, but we will have fewer, but better, PSLOs in the future. The assessment process was somewhat manageable, but posed challenges to implement across the program.

English – (Transfer & Developmental

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

English As A Second Language

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Fire Technology

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

History

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Humanities

Meaningful – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Journalism

Meaningful – 2.5: some changes were made to course content, but since I am the only journalism full-timer, I mainly dialog with myself ☺ The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: some results were either interesting and/or informative and led to minor changes. The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: Most courses are taught and assessed by a single instructor. In the case of Mass Communication, which often has three sections, it was assessed by a full-timer— me — with no participation of part-time faculty. That could be an area of improvement going forward. The assessment process was somewhat manageable, but posed challenges to implement across the program.

Law Enforcement Academy

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Licensed Vocational Nursing

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Math - Transfer

In the transfer level math program we offer 10 different courses that serve the needs of students in different majors and hence serve different numbers of students and different populations of students. Therefore our assessment procedures and practices are not uniform across the program and the two campuses.

In our discussions during the Fall 2017 semester we identified some important findings:

Meaningful – Not rated: Our assessments are inconsistently meaningful. For example for a course where the assessment was conducted by the faculty member teaching the course, the results were easily utilized for future instruction. In other cases the results were not utilized when the course changed hands. In the calculus assessment it was discovered that we had an issue of alignment between test items and CSLOs. Thus we find that our assessments can be meaningful if we plan our assessments around well-aligned tools and we make sure that all faculty have access to results. Overall we can work on closing the assessment loop.

Measurable – 2-3: Our assessments are generally measurable (2-3), with some places for improvement, such as the need for assessment tools such as quizzes to be taken seriously by students. In the case of the calculus assessment students did not necessarily prepare for the ungraded quizzes which make results difficult to interpret in terms of students' understanding. The assessment produced some measurable information, but created more questions than answers.

Manageable – 3: Our assessments are manageable (3) because we have honed our processes over time. Some courses are one section, which is straightforward for a single instructor to assess. For courses with more sections we are able to scale and work collaboratively. Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly. The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Math - Developmental

Meaningful – 2.5: There are significant comments about what the students are having either difficulty or success with. The reasons for these difficulties is honestly explained. The follow through in terms of staff development, particularly in Math 26, is maybe not evident. The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: The math department does a good job of collecting, analyzing and communicating results from assessment directed specifically at each of the CSLO's that are targeted. Not all CSLO's are looked at every assessment. In particular assessment of affective learning skills has only recently been addressed. Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2.5: With the exception of perhaps Math 26, both full time and adjunct faculty had the opportunity and had taken part in assessment. The assessment process was somewhat manageable, but posed challenges to implement across the program.

Management & Supervision

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 1: Assessment was not manageable.

Music

Meaningful – 1: The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 1: Assessment was not manageable.

Physical Education/Kinesiology

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Philosophy

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Political Science

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Psychology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Process Technology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 2: The assessment process was somewhat manageable but posed challenges to implement across the program.

Recording Arts

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Registered Nursing Program

Meaningful – 2: The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 1: Assessment was not manageable.

Sociology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Speech/Communications

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 2: The assessment produced some measurable information, but created more questions than answers.

Manageable – 2: The assessment process was somewhat manageable, but posed challenges to implement across the program.

Travel Marketing

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

Welding Technology

Meaningful – 3: Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable – 3: Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable – 3: The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

World Languages

Meaningful – No response indicated

Measurable – No response indicated

Manageable – No response indicated

7.1.4 What changes in the assessment process itself would result in more meaningful data to improve student learning?

Administration of Justice

I see no need to change the current assessment process. It allows us to utilize varied methods to measure the effectiveness of our programs/courses, which is liberating in itself. I believe that the useful information that we have gained from this process will help us shape our program for the future.

Anthropology

The PSLO'S were tied to the CSLO'S this made my assessment process very meaningful for overall student learning and improvement.

Appliance Service Technology

As I am new to the process I'm not sure what improvements could be done at this time.

Arts/Graphic Communications/Humanities

Despite the number of different courses we offer, we make every attempt to integrate both full time and adjunct faculty into the process. However, the sheer number of courses makes this difficult to manage.

Managing the reports themselves and getting them uploaded to the proper place continues to be a challenge.

Astronomy

In astronomy, assessment fell short of producing student learning from one semester to the next. The reason is we faculty can explain the meaning of the CSLOs and their assessment, we can proselytize about the importance of improving CSLO results, and we can beg students to do what they are supposed to do when it comes to learning. Unfortunately, a certain fraction of students refuse to come to class, study, learn, or give their classwork a maximum effort.

The change to the assessment process itself that would improve student learning would be to improve the way that the astronomy faculty communicate with students in order to improve students' attitude about working hard at their various forms of school work. The assessment process needs better motivation of students by the faculty. This includes motivating students to use the Center for Academic Support, the tutoring in the MESA Center, and the faculty's office hours.

Automotive Technology

Automotive is unique compared to many courses of study on campus. CSLO's are highly objective and often easy to measure (Can a student find the appropriate torque specification, calibrate the wrench and install the component.). In many cases the answer to our CSLO's are a simple yes the skill is attained or No the skill has not been attained. In our case, few changes would be needed and would likely not yield improved results.

Biological Sciences

Potentially using some different assessment tools and metrics might reveal a deeper look into students' performance, as well as the experiences that led them to that performance. The data collected indicated student performance, but how students achieved proficiency could be considered in assessment tools -

student self-reflection, randomly interviewing a few students, or surveying students on their learning could help with identifying possible pedagogical changes.

Business

Assessments will continue to evolve to best represent our student population. Alignment with a more balanced assessment approach (completing a certain number of course assessments per semester) will also be utilized.

Child Development/Education

We did find the assessments to be meaningful. However, more disaggregated data would be more useful in determining if our changes have been successful. For example, we would like rates disaggregated by letter grade, by face-to-face vs online, evening vs day, etc.

Assessment is not manageable because we already require so much from our part-time faculty, that it becomes cumbersome. When we do assessment, a full-time faculty partners with part-time faculty. We ask part-time faculty to donate their time to be trained in assessment processes as well as completing and filing the assessment reports. Compared to larger departments, that have multiple full-time faculty and fewer course offerings, our assessment load is much more to manage.

Chemistry

Our department would like to consider other assessment tools and investigate other methods of measurement that leads to productive discussions about equity as well as program improvement. One such change was initiated by Paul West, Science Lab Coordinator. He has undertaken an assessment process using Survey monkey to solicit feedback about our Chemistry Stockroom and then to direct efforts to improve the laboratory program based on that feedback.

Computer Science

The ability to assess a subset of CSLOs, instead all of them in courses with larger numbers of CSLOs, in order to focus on the most salient areas of instructional improvement in that course.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Dramatic Arts

A member of our faculty found a way on Canvas to grade according to the CSLOs and we feel that if the institution and our department adopted the rubric it would not only make grading easier, it would make sure that all assignments met CSLO criteria, and would give the institution the most accurate assessment possible.

Economics

The student learning assessment process has been streamlined and can be effectively implemented.

Electrical/Instrument Technology

I do not have any recommendations to the assessment process changes.

Emergency Medical Services

Through my assessment process I found that the learning outcomes in the template are not well-suited for CTE programs. It would provide more meaningful data if we were to develop a CTE and/or a licensure specific assessment template/tool that would more closely align with those programs in which graduates require licensure/certification.

Engineering/Physics

Engineering - No changes.

Physics - We need to rewrite our CSLOs. The current CSLOs are focused on content more than on the desired student abilities. They are not currently aligned with our PSLOs, but when they are aligned, we expect the new CSLOs to help us to create more meaningful assessments.

English – (Transfer & Developmental)

- Many CSLO Assessments for our literature courses were conducted by 1-2 instructors in isolation and the results were not shared out.
- Many CSLO Assessments relied on assessments of performance (an essay, test, etc.) rather than learning, so it was hard to see how the course itself was impacting the outcomes instructors were documenting.
- There were almost no pre-/post assessments making it difficult to know what skills/prior knowledge students came in with that would impact their performance on the assessments.
- It was hard to see what impact the CSLO assessment had on subsequent courses or the program as a whole.

Overall, therefore, while the assessments seemed somewhat meaningful for individual instructors occasionally, they mostly seemed to know what the instructor already knew because the instructor was grading the assignment anyway. There were reflections on what the instructor might do differently, but those were not documented anywhere and they were not shared out. Thus, we ultimately found the assessments to not be very meaningful. There were manageable, but not meaningful.

The quantitative data—how many were HP, P, and NP—seems meaningless. All it shows is whether individual instructors were pleased with students' work. Therefore, the reports are more meaningful when (a) the author provides a lot of detail about the assessments given, and (b) *qualitative* observations are given in depth.

In many courses with an English 100 prerequisite (140, 145, 221, 230, 231), instructors found that students did more poorly when they had to write an essay, or when the writing was longer. Eng 221 instructors, in particular, lamented students' sometimes poor writing abilities. A 230 instructor remarked that class time should not be devoted to skills students should have learned in Eng 100. This suggests the need for paper-scoring/norming activities at the 100 and 200 levels, to establish what level of writing is expected or counts as passing. Then when we do CSLO assessments the results will have more meaning.

English As A Second Language

Even when dedicating part of our Opening Day Flex Department Meeting agenda every semester to CSLO Assessment, due to the full time vs. part time makeup of the ESL department and the time the adjuncts (and I) have available to meet, plan, understand, learn, and discuss the assessment process and products, there is never enough time. Additionally, while a single faculty member who undertook the assessment uncovered important and meaningful information about the course and their teaching, it was very difficult to grow that information through sharing, discussion, and further engagement with the other ESL faculty. Much of our sharing and discussion happened via email and/or only between the

ESL adjunct doing the assessment and myself, which I would try to share with others. I do not know how to change this.

What we have been able to do is to work, at times collaboratively, with the support of BSI funds to pay for adjunct participation, to align, integrate, streamline, and rewrite the ESL PLSOs and CLSOs, which will hopefully serve to bring meaning to the process as everyone is now more aware of them, understands them, and is working together to build certain activities and assessments to support them. There are also fewer CSLOs for each course, which may help to *focus our meaningfulness*. I think I will copy and paste all of our new PLSOs (copied below) onto the CSLO Assessment Template/Form and also include another column to the left on the form to show which PLSO or PSLOs that course and those CLSOs are attempting to address. This may help to increase the overall or big-picture meaningfulness. After having just finished the PSLO Assessment and taking a good long time analyzing the CSLO data on my own, I also had the idea that instead of waiting until year 5 to do this, we/I should do a subset of this each year after a year's worth of CSLO assessments – i.e., each of courses are mapped to our PSLOs and serve to significantly address one or two, so we could focus on that one or those two PSLOs each year, which would help us keep the connection between the PSLOs and CSLOs right in front of us on an ongoing basis and bring in the larger program-level meaningfulness.

There is nothing that can beat collaborative professional learning, including discussion and sharing, around the assessment process and the connection to classroom instruction and assessment, which, alas, takes time, and that is a very, very hard thing to come by among our ESL faculty.

Program-Level Student Learning Outcomes (PSLOs):

The Los Medanos College English as a Second Language (ESL) / English for Multilingual Students (EMLS) program infuses *habits of mind* – intelligent behaviors and thinking dispositions – and the LMC Institutional SLOs into our second language acquisition-oriented program student learning outcomes (PSLOs) to optimally help prepare students to meet their social and civic language needs and achieve their academic and career goals.

As a non-native English language learner who successfully completes our program, you will

PSLO 1 Reading	PSLO 2 Vocabulary	PSLO 3 Writing	PSLO 4 Grammar	PSLO 5 Speaking/ Listening	PSLO 6 Language Awareness
Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multigenre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.	Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.	Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.	Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and	Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.	Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and

			apply past knowledge to achieve solid understanding and intended meaning.		awe to support your doing so.
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Fire Technology

Changes that will be implemented identifying clear responsibilities and appropriate training if needed.

History

It would be beneficial to have more professional development around assessment. This isn't a change to the process per se, but it would be helpful to have more conversations among faculty about exactly how assessment takes place, how it could be improved, and how it could lead to better outcomes in the classroom.

Humanities

Despite the number of different courses we offer, we make every attempt to integrate both full time and adjunct faculty into the process. However, the sheer number of courses makes this difficult to manage.

Managing the reports themselves and getting them uploaded to the proper place continues to be a challenge.

Journalism

Student learning outcome assessment is probably most effective for courses with a large number of sections taught by multiple instructors to create dialog around norming standards. For those in small departments with one-section courses, assessment is little more than the standard ongoing classroom assessment techniques (CAT) and resulting reflection that most teachers do instinctively and regularly. So for me it just adds more paperwork.

Additionally, since assessment has been situated in student learning **outcomes**, which are generally measured toward the end of the semester, it mostly seems to parallel final course grades except for a few outliers. We have always collected that data in the final grade report. So it would seem a more efficient use of funds to research instead why we lose the students who don't persist long enough to be assessed for learning outcomes. What would be helpful to me is to know why students drop so I can take appropriate action where the reasons involve pedagogy or personnel.

Law Enforcement Academy

The assessment process for Law Enforcement is very prescribed and is measured using the POST learning domains for cognitive and psychomotor domains. Because all domains depend upon well-defined performance outcomes, both written and psychomotor, assessment is quite simple. More meaningful data could be collected by better collecting the conversations or anecdotal observations about pedagogy and teaching methods that occur among the academy instructors.

Licensed Vocational Nursing

In review of courses, we have found gaps in curriculum required by the BVNPT and have updated the courses to include missing content.

Math - Transfer

We need a mechanism for sharing findings with faculty who come into a course after an assessment has been done.

The assessment process needs to be redesigned for Math 50, 60, and 70 to better align with COORs, so that results are more meaningful and students take them seriously.

Math - Developmental

Be able to communicate out to future faculty what previous assessments focused on. Some changes deal with curriculum which can be changed for all instructors through packet rewrites. But other suggestions have to be carried out in the classroom individually.

Management & Supervision

More time to create, assess, and reflect. Often courses are offered once a year and taught by part-timers. While the intent is there, it is sometimes difficult to have the work completed and shared.

Music

The assessment does not pose very meaningful data and it does not particularly improve student learning. It only shows that student completes the CSLO in percentages. A better approach is to provide faculty improvement or support faculty learning to improve the courses themselves. When a student passes the class, it is pretty much clear that the CSLO has been met and thus an assessment is quite meaningless and generally just causes more work.

Physical Education/Kinesiology

Not aware of "changes" that could occur to generate more "meaningful" data. We would like to see how many students transfer to a 4 year as Kines Majors. Many students opt not to finish the AATKines, but transfer with 60+ units to declare and do the Kines work, mainly Anatomy/Physiology at the 4 year institution.

Philosophy

The CSLO review needs to be worked into the fabric of the department, to engender meaningful conversations of the material. However, as of a year ago, none of the adjunct knew what an CSLO was, let alone how to render assessment. So the process of incorporating them into this practice has begun, and we are hopeful that with a new cycle, we will be able to set a tone and habit which will create meaningful, measurable and manageable assessment across the whole department.

Political Science

Tabulation of data from the cycle 1 Fall/2017 assessment process is incomplete.

Psychology

The PSLO's were tied to the SLO's. This process was easily implemented and provided valuable data to improve student learning.

Process Technology

No response indicated.

Recording Arts

None at this time.

Registered Nursing Program

Changes that will be implemented moving forward are: adequate staffing and to complete the assessments, clear responsibilities and appropriate training when needed.

Sociology

The assessment process involved combining the CSLO's and the PSLO's. This combination created a smooth assessment process resulting in valuable student data and information.

Speech/Communications

Our data was meaningful using the current assessment process and thus, we only have one thing to offer: It was a challenge to get in contact with alumni of our program.

This made assessing one of our PSLOs which deals with transfer readiness/preparedness a small sample size. We put in a request to TLC about how to make contacting our alumni more streamlined and TLC Chair Scott Hubbard has passed our concerns on to the District.

If we want to make assessment of PSLOs meaningful it would advantageous to have a healthier sample size of our alumni pool.

Travel Marketing

The travel instructors have been working with the program and teaching individual courses for about 20 years and are very familiar with the needs of their student population and changes in the travel industry. Regular feedback from students inform changes to content, assignments, and approaches, intended to result in more effective teaching and learning. The assessment process is fine as is; however, travel courses are being continually revised every time they are taught – regardless of the assessment cycle.

Welding Technology

Cannot think of any.

World Languages

Assessing in the 4th week and at the end of the course would give more meaningful data.

7.1.5 Share an outcome where assessment had a positive impact on student learning and program effectiveness

Administration of Justice

One way we assess our programs goal to improve student communications skills both written and oral is by requiring that students complete a term paper as a condition to receiving their degree in the Administration of Justice. We used those papers as a way to measure how well our students write. We have concluded that we need to offer a course intended to improve our students writing skills. We will collaborate with the English department to develop a contextualized Administration of justice/English course because of the assessment.

Anthropology

Course level proficiencies are excellent. **Summary Data:**

High proficiency and meets proficiency data:

PSLO1: 91%

PSLO 2: 83%

PSLO 3: 93%

PSLO 4: 90%

PSLO 5: 94%

Anthropology 5, 6, and 7 are all GE courses that are fundamental to the anthropology program. The proficiency levels in all of these courses were excellent for PSLO1, 2, 3, 4, and 5. The majority of students did very well with the short answer questions and examinations.

Four out of the five PSLO'S show there is a 90%-94% proficiency level and one PSLO scored at 83% proficiency. These percentages indicate that my students are doing well in my anthropology courses. The results indicate that students are able to utilize the anthropological theories, methods, and major concepts used in this field and apply them to their life and social issues. Students who choose to major or take courses in anthropology should do well in my courses.

Appliance Service Technology

(Left blank – no response)

Arts/Graphic Communications/Humanities

Assessing our critiques in studio classes brought insights into our process. Effective techniques were widely disseminated and instituted throughout the department.

Other course assessments resulted in a change in large scale student projects. They are now broken into more, and smaller manageable sections.

Encouraging students to feel more comfortable giving each other meaningful feedback was another theme that emerged in the “what did we learn” part of the CSLO assessment reports. Instructors model critiques that are encouraging but also detail improvements that are needed, but students tend to avoid commentary on each other's work at first, but then they improve over the course of the semester. We are exploring ways to speed up this process with peer critiques, group work, etc.

Astronomy

Improvements to the writing of the Article Homeworks that assess GE SLO 2 (interdisciplinary connections), GE SLO 4 (ethical implications), and GE SLO 5 (multicultural perspectives) resulted in higher scores and assessment results on those three GE SLOs, which presumably reflect better student learning and program effectiveness. The improvements consisted of writing more clear writing prompts and editing the article readings for better comprehension and more engagement by students.

The planetarium now has a giant poster of the five GE SLOs so all the astronomy teachers can point to and explain each GE SLO that they teach in lecture, cover with in-class activities, and deal with when they assign homework.

Automotive Technology

Every course includes a CSLO regarding safety within the program. Training is integrated throughout the entire course and is addressed many times through lecture. However we discovered that direct assessments beyond the instructor's observations were in place. In future semester the program is

developing a safety training and exam to be administered at the beginning of every course, most likely through the campus Canvas system.

We believe this will improve the students understanding of safety procedures and allow faculty to increase their awareness of students that do not fully understand the critical nature of this CSLO.

Biological Sciences

In Bio40 (Anatomy), as a result of assessing a CSLO on visual and tactile identification of organs, instructors attempted a new in-lab assignment in which students draw and label all assigned tissues. While the dataset produced was too unwieldy to grade in a time-effective manner, instructors compromised by deciding to choose a random selection of drawings to analyze for accuracy. Going forward, it seems like this type of assignment would be telling for formative assessment, giving the instructor a temperature of student understanding on a set of anatomical parts. Gaining insight on how a representative sample of students is learning course content could definitely inform pedagogy going forward in the semester and overall lead to greater achievement of SLOs in the course.

Business

- Assessment allowed the department to see how/where we might incorporate more supporting Text Resources

-Assessment showed a need for QuickBooks content, which was added to BUS185.

Child Development/Education

Our Child Development 90 assessment indicated a general weakness in anti-bias curriculum understanding. As a result, more class time and assignments were added to support improvement in this content area. Recent student completions show marked improvement in understanding and application of anti-bias curriculum concepts to their student teaching.

Chemistry

The assessment of PSLO4 revealed an area of student learning that needed attention. Driven by these assessment results, the instructor made significant changes in pedagogy. New assessment data indicates that these changes, including the change from 3 exams to 4 exams during the semester, has helped students become more proficient in PSLO4 (predicting the products of organic chemical reactions).

Computer Science

In the Networking and Security Associate Degree sequence, higher levels of proficiency were demonstrated with “hands on” labs. With this as guidance and the establishment of the Bay Area Netlab Consortium, several courses in this degree sequence added more labs of this nature.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Dramatic Arts

We noticed that students were needing to drop other courses outside of the department in order to complete the requirements for Drama 52 so a lab was added to allow students to receive credit for the additional work which would decrease the need to drop courses later in the semester.

Economics

Based on one of our assessment instruments, we were able to improve critical reading that required the application of economic principles to analyze current events. The discussion generated an appreciation of the usefulness of economic principles as tools of analysis.

Electrical/Instrument Technology

ETEC Industry partners (i.e. Shell, USS POSCO, Dow, etc.) give our graduates entrance exams. The majority of our students pass these exams which leads to employment thus informing us that our curriculum has led to overall student learning and success.

Emergency Medical Services

In preparing students for entry level jobs in Fire and EMS industries, through this assessment process we found the following items:

- LMC EMT program has become a high-performance program two (2) years in a row. Meaning, our students are three times more likely to pass the NREMT exam on their first attempt. When compared to programs that are low performing, the matrix designed by the NREMT defines high performing as more than 70% of the students completing an EMT program pass the NREMT exam on their first attempt.
- The LMC EMT program in 2017 is 500% bigger than all of the other programs in Contra Costa County combined yet, we also have the highest passing rate.

Engineering/Physics

Engineering - As a result of the assessment, additional practice labs were implemented in order to facilitate and support student learning.

Physics - In assessing PSLOs, it was discovered that the lab assessment (which required the students to plan how to set up the apparatus and what measurements to make) was an effective teaching technique in itself. We intend to do more of the "assessment-like" labs in the future, as the students were much more deeply involved with thinking through the various problems associated with the lab.

English – (Transfer & Developmental)

We don't have a compelling example of this happening.

English As A Second Language

There was shared identification of how much better students who come up from a previous level within a skills-strand outperform students who test into that level. This did make us review and revise the existing placement cut scores, which has helped some, and/but we know we need to undertake more work on our placement mechanism because it is not meeting our/our students' needs. This knowledge is helpful.

The need to develop our noncredit courses and program came – in part – directly from the CSLO assessments, and while these courses have not been implemented yet, so I cannot attest to impact or effectiveness, I am very hopeful.

There has been an increase among faculty sharing materials, syllabi, and talking about teaching and learning.

Fire Technology

N/A

History

Most of our assessments in the American history and World history survey courses demonstrate that students are able to analyze evidence and use evidence in support of an argument.

Humanities

Assessing our critiques in studio classes brought insights into our process. Effective techniques were widely disseminated and instituted throughout the department.

Other course assessments resulted in a change in large scale student projects. They are now broken into more, and smaller manageable sections.

Encouraging students to feel more comfortable giving each other meaningful feedback was another theme that emerged in the “what did we learn” part of the CSLO assessment reports. Instructors model critiques that are encouraging but also detail improvements that are needed, but students tend to avoid commentary on each other’s work at first, but then they improve over the course of the semester. We are exploring ways to speed up this process with peer critiques, group work, etc.

Journalism

Interestingly, the assessments that have been the most notable for me have not been directly tied to the assessment of a single specific learning outcome, but to SLOs as a whole and to integrating the process of assessment itself in a way that informs students. As a result, my assessment experience has been more meta at its core. Perhaps it is because when I facilitated the TLP and lead the revision of the assessment process on campus I was aware that the next step required by accreditation was student understanding of the assessment process. So I mixed the two in my assessment of Journalism 100: Mass Communication in 2014. To do this, I tried to focus the students themselves on SLOs as more than a list of objectives on a syllabus that gets read and forgotten. So on a take-home portion of the final exam I asked them to reflect on their own learning by scoring themselves on a five-point numerical scale for each of the five SLOs in the course. I also asked them to assign themselves a course grade and defend it based both on their own SLO proficiency and on their performance on graded class assignments.

I hoped to find out whether student and instructor perceptions of the mastery of SLOs were consistent and in line with the final grade awarded to the student at the conclusion of the class.

While mastery of SLOs and grades can be different — for higher performing students who fail to turn in work, or lower performing students who complete a lot of extra credit work — for most students there should be a relationship between grades and SLO proficiency levels. The Mass Communication Course Outline of Record (COOR) suggests that each of the five SLOs should be roughly equivalent as taught, weighted at about 20 percent each. So I averaged the five individual SLO numerical scale scores and compared them to final student grades.

Overall, I learned that most students have a reasonably good sense of their own performance, including strengths and weaknesses. Where there was a difference, students usually underestimated their final grade. Only one student overestimated performance. It is difficult to know why. In most cases it was the A students who gave themselves a B grade. They could be harder on themselves — a form of intellectual humility — or it could be a hedge against possible disappointment. Extra credit opportunities may also come into play.

By integrating SLOs not only into the syllabus but also into the course itself, and specifically on the final exam as a reflective exercise, I believe it made students more actively aware of their own learning. It also allowed me to focus my own thinking around course assessment and grading in a deeper way. This self-reflective assessment is now a permanent part of every Mass

Communication final exam I give. I also added the assignment as an assessment example when I updated the Mass Communication COOR. In addition, I have tried to integrate student understanding of SLOs through reflective exercises and self-evaluation in a variety of ways in other Journalism courses I teach.

Law Enforcement Academy

The law enforcement academy had a traditional physical training component at the beginning of the assessment cycle. However, as new information about physical education and lifetime fitness emerged, the Academy realized that the physical training standards were being met, but not changing behaviors that lead to overall better fitness and health for long-term employment in the profession. The Academy is the foundation for all law enforcement futures. The Academy adopted a lifetime fitness program that replace the traditional calisthenics, five mile run, and wall climbing, with a program that emphasizes mobility, recovery, form/technique and nutrition. A police officer's day is based upon functional and compound movements, and the new curriculum addresses this while recruits are in their formative training. In doing so, the Academy has framed physical fitness component around lifetime fitness and not just physical training, which has led to fewer injuries overall.

Licensed Vocational Nursing

In review of courses, we have found gaps in curriculum required by the BVNPT and have updated the courses to include missing content.

Math - Transfer

An example from Math 80: A change was recommended to update the COOR for CSLO 2, as a result of the assessment process to help improve future instruction, thus closing the loop of the assessment for Math 80.

An example from Math 120: the previous assessment led to a redesign of CSLOs that separated two areas of course content into two CSLOs instead of 1. This change has supported instructional changes that better support students in learning these two areas.

Math - Developmental

Detailed analysis of the Math 29 assessment showed that the common final exam questions needed to be rewritten. Two had confusing contexts, one was unnecessarily checking graphing calculator lingo, and one used complicated units. These were changed for the next final exams.

Management & Supervision

Introduction to Management – continue and expand focus on dialogue and discourse regarding the application of materials to real world. Students expand their knowledge through individual and group reflection as it relates to their real world.

Music

Assessment generally is fine however, we spend so much time assessing and not enough time is spent on improving faculty learning and finding best methods for student learning. Music department has a lot of different courses and assessing them tends to be too much work without much meaningful outcome. Student learning comes from the experience of the faculty. The experience of the faculty can be better honed by attending conferences, developing new teaching methods etc. All in all, the assessment was good for us to show that the music department is doing generally well. Aside from that, it is a lot of work with very little meaning.

Physical Education/Kinesiology

No response was indicated.

Philosophy

In the recent review of the Phil 122, the question was raised about what resources we use, and provide for the students, because philosophy research has its own sources, databases and requirements for what is considered reputable work. Out of this conversation, the department assembled a list and assigned Edward Haven the task of working with the library to create resources page we could all use for our students. These sources are already providing a meaningful starting point for student work and I am already seeing the impact in my student's quality of work.

Political Science

Tabulation of data from the cycle 1 Fall/2017 assessment process is incomplete.

Psychology

Course level proficiencies are excellent. Four out of five PSLO's show there is a 97.5%-85% proficiency level and one PSLO scored at 73% proficiency. These percentages indicate that students are doing well in these psychology classes. While 73% is lower than the other PSLO results, the majority of students still meet or were above proficiency. A positive impact on student learning are the number of students who successfully complete the course as well as the AAT in Psychology. Refer to Program Level Assessment (7.2) below.

Process Technology

No response indicated.

Recording Arts

Overall average grades and rates of completion resulted from implementing assessment protocols in RA-010 last semester. These involved dividing class into smaller crews and increasing "hands on" activities. NOTE: This required additional funds allocation for Student Assistant hours.

Registered Nursing Program

Through assessment of RNURS-022 (first semester RN course), we noted that our attrition rate was increasing (i.e. the number of students in first semester were withdrawing at a high rate). Through grant funding we were able to implemented Sherpath (Instructional Software) and the HESI Fundamentals Specialty as a method for evaluating student learning. In addition, we implemented an "early alert" to students at-risk and changed to a "Student Success Plan" instead of our previous method of probation. For the first time, in a number of years the original cohort of first year RN students that began the program in fall 2016 (with the new implemented evaluations and remediation method) have all continued and are beginning their fourth semester, anticipating to graduate in May 2018.

Sociology

The data from the program review indicates that student outcome in course completion was very good. This assessment data confirms that the program is moving in the right direction for student success.

Speech/Communications

When assessing SPCH 130 (Interpersonal Communication) one CSLO assessment that had a positive impact on student learning and program effectiveness was when CSLO 5 was assessed.

CSLO 5: Examine and describe the significance and role of diverse social, multicultural and global perspectives in interpersonal communication.

Originally when this CSLO was assessed students completed the following:

Assessment Activity:

Written Paper(s) Description: Students will complete two different written assignments.

One assignment will require students to engage in intergenerational and multicultural communication via an interview. Students will use a series of questions that increase rapport among people and then write a reflection essay regarding their experience.

The second assignment will ask students to write original responses to prompts analyzing their perspectives regarding the significance of diverse social, multicultural and global perspectives in interpersonal communication.

The assessment revealed the following:

One student did not complete the assignments that were utilized to assess this CSLO. In fact, this student ended up not completing the course.

Of the remaining two students who did not “meet proficiency” they each only completed one of the two assignments utilized to assess this CSLO.

One way to attempt to prevent this from occurring in the future would be to continuously check in with students who may be “at risk.”

One tangible way to do this is utilizing Starfish when the platform becomes fully functioning at LMC.

This assignment was highly successful in not only student success scores but students’ responses to the assignments’ value.

One of the assignments, the Intergenerational Communication Interview and Essay was extremely well-received by students. In fact, given their thoughts on the assignment and topic moving forward this Professor Arcidiacono will be looking to build in an even larger module specifically targeting intergenerational communication.

Positive Impact:

Following this assessment Professor Arcidiacono (who routinely teaches this course) considered the possible ways in which to ensure 100% success with these activities, and other written assignments. Professor Arcidiacono built in “check-ins” for all written assignments to ensure that students who were “at risk” of not completing the assignment would be identified early on.

Additionally, Professor Arcidiacono now offers extra credit for students who visit the CORE with their essays which has produced stronger essays from many students. Professor Arcidiacono also utilizes CANVAS to keep students up-to-date and has begun to dabble in Starfish. Lastly, after completing the assessment for SPCH 130 Professor Arcidiacono has added to successful assignments and found ways to adjust assignments that were more challenging which has added to students’ learning and overall program effectiveness. In fact, this semester, Fall 2017, we offered our first HONORS section of SPCH 130 because the demand in the course has increased since the assessment. We are offering two sections this Spring 2018 semester and both are full at the time this report was written.

Travel Marketing

Assessment of TRAVL 74, North American Destinations, revealed that some students didn’t understand the expectations of a major assignment which required them to act as facilitators for a discussion of a specific destination. Changes were made whereby the instructor modeled the assignment and

facilitation, along with publishing a rubric, prior to student facilitation. As a result, student success improved, and students enjoyed the assignment more. In addition, for TRAVL 95, which is a capstone course requiring a major course project, examples of past student projects were provided, which has resulted in a higher quality of work. So, we have concluded that good examples generally are helpful in setting expectations and improving the quality of student work.

Welding Technology

CSLO 2 for our welding labs requires student to know how to safely use an oxyacetylene torch. It was found from assessment that many of our students needed more practice with this process. So, now we instruct all new students how to use the torch earlier in the semester to give them more time to practice and for the advanced students, we do not bevel the practice plate for them anymore. This requires the advanced students to use the torch to bevel their practice plates and thus gives them more practice. In the end, they both become more skilled with their torch cutting skills.

World Languages

Our African American students were not persisting in Spanish courses in 2016. In 2017 we implemented curricular changes and field trips that engaged students in the learning of African Caribbean and African American studies within our existing teaching. That same year, we saw significant increases in retention and persistence. See attached data supporting these efforts.

7.2.1 In 2016-2017, units engaged in program level assessment. Please submit all Program Level Assessment Reports using the link provided. Describe one important thing you learned from your program level assessment.

Administration of Justice

(Left blank – no response)

Anthropology

I learned that changing and updating teaching pedagogical approaches in the classroom is very helpful for student learning and success. It taught me what strategies are successful for my learning and teaching that I can bring in the classroom for my students.

Appliance Service Technology

Having to look deeper into our program for program review reinforced that the testing procedures that we use each semester are a good indicator of program success and student learning.

Arts/Graphic Communications

Most of the students are able to complete the learning outcomes if they are consistent about attendance and completion of assignments.

Astronomy

Not applicable.

Automotive Technology

We discovered our PSLO's were generally a good reflection of our desired outcomes for students in the program. Slight changes were needed to bring them in line with the technology currently permeating the entire industry. We discovered that while our PSLO's were generally good, two of them were redundant and essentially looking at the same outcome in a slightly different way. As a result we combined the duplicative outcomes and developed a clearer more focused set of PSLO's

Biological Sciences

The Biological Sciences program found that providing students with multiple opportunities to practice concepts and skills (scaffolding lab reports and research projects and revisiting/ assessing conceptual themes throughout the semester) supported student success in demonstrating PSLOs. We plan to repeat and expand these opportunities going forward.

Business

Student age and ethnic demographics have shifted with more students coming from younger and diverse populations. Some of these populations may gravitate towards multimedia and hands on learning methods, as well as technology driven classes. Increasing opportunities for students to engage in these areas could improve student proficiency.

Child Development/Education

We are pleased with our results of our Program Level Assessment. The majority of our former students surveyed indicated satisfaction with the training and education received in our department.

Chemistry

Please see responses to 7.1.5 (above) and 7.2.2 (below)

Computer Science

Reflecting 7.1.5 above, the use of "hands on" labs, such as configuring a wireless access point, improved proficiency and completion.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Dramatic Arts

Program level assessment allowed us to look at our programs missions and to see if we were really delivering on them or if our focus as a department had shifted. The previous PSLOs were written before I entered the program and were not as focused as our degrees. This allowed us to pare down our PSLOs and combine them to be more efficient.

Economics

N/A – We do not yet have a program for Economics.

Electrical/Instrument Technology

PSLO #1 ETEC 44 for the Electrical program and ETEC 59 for the instrumentation program both feature a review section which reviews all material covered during the first 3 semesters of the program. Example test that simulate entrance exams from industry are given to refresh their memories. This includes hands on bench test which prepares the students to pass pre-employment test given by industry.

We learned from conversations with industry partners our students have a high pass rate on these exams which explains why the majority of our students get hired shortly after graduation.

PSLO #2 CSLO #3 of ETEC 20 states the student shall demonstrate the following skill. Analyze the circuit by measuring voltages, currents and resistances to troubleshoot a non-functional motor control circuit safely using electrical test equipment.

PSLO 2,3,4,5 out of 18 students 16 passed with a C or better for a pass rate of 89%. We learned that around 90% of our students are able to pass this type of testing which includes written as well as hands on test.

PSLO #3 During ETEC 59 fall of 2016 students are required to write technical reports and do oral presentations about the labs that they worked on. Apply knowledge of motor control, PLCs, instrumentation sensors, transmitters and calibration equipment to take pre-employment written and bench test and certification exams dealing with industrial control systems. Out of 29 students 28 passed with a C or better for a pass rate of 97%.

By instructor observations we learned that most of the ETEC students are able to generate a written report with all documentation necessary to explain their part in the project. Oral reports by some of the less qualified students need improvement. More practice is needed.

PSLO #4 CSLO #2 of ETEC 22 states the students shall demonstrate the following skills: Troubleshoot basic semiconductor circuits by using electronic test equipment to make and analyze circuit measurements in order to determine cause for device failure and present finding either orally or in writing. (PSLO#2and #4) Out of 15 students 14 passed with a C or better for a pass rate of 93%. By observing the students using the equipment we learned that some improvement in using and interrupting results of equipment usage is needed.

PSLO #5 CSLO 4 of ETEC 52 states the students shall demonstrate the following skills: Connect an entire Control Loop.

PSLO 1, 2, 3, 4, 5, & 6. All 31 students passed with a C or better for a pass rate of 100%

PSLO #6 PSLO #6 should be eliminated because it is just a combination of all the other 5 PSLOs.

Emergency Medical Services

Through my program level assessment I learned that we have a model, high performing EMT program. Our completion rates, NREMT pass rates, and persistence in completion rates are most often above 80%. For a program of this magnitude these numbers are very impressive. This discovery has reinforced the changes and improvements made to the program have worked.

Engineering/Physics

Engineering - We have far too many PSLOs. We will be reducing them from 8 to 5.

Physics - We have far too many PSLOs. We will be reducing them from 8 to 5.

English – (Transfer & Developmental

From the report: The strongest area for students in both courses was for PSLO #1 which addresses critical reading and thinking. Students met or exceeded proficiency for PSLO #2 which addresses responding to texts in critical, creative and personal ways. In both courses, students struggled with

proficiency in PSLO #3 which addresses writing literary analysis. We were not surprised by these results as students often do not have a lot of preparation in writing literary analysis in English 100.

English As A Second Language

Using averages of our CSLO assessment proficiency levels, ESL has an overall 54.4% “exceed proficiency,” 31.2% “meets proficiency,” and 14.4% “needs improvement” for its five PSLOs. Our curriculum and instructional efforts have resulted in being able to succeed in helping students reach the program student learning outcomes.

Fire Technology

We are working on developing surveys and various data collection instruments in an effort to obtain employment and hiring data.

History

I’ve held several meetings and individual conversations with our adjunct history instructors about course assessment. Its clear from our assessments and our conversations that there is a wide range in the required amount of reading/writing assignments. One this assessment has done is encourage conversations around this issue and will hopefully lead to some standardization for future history courses.

Humanities

Most of the students are able to complete the learning outcomes if they are consistent about attendance and completion of assignments.

Journalism

I learned that many students, including those who are academically stellar, struggle with some fine motor skills that children usually master in kindergarten and first grade. One of the major assessment tools for journalism is creating a stringbook — a portfolio of published work that is commonly used when applying and interviewing for a job. Presentation is critical in giving the portfolio a professional look, and more students than you might expect fall down on this standard. I am not sure why, but many who are exacting in their reporting and writing fall down when it comes to using precision in cutting and pasting their own news clippings into a work portfolio. It is an interesting phenomenon that I need to research further for scholarly purposes. But in terms of finding solutions right now, a couple possibilities come to mind: Although I have used models of portfolios students should strive to emulate, I can reinforce that although they have to collect the content for their own stringbook, they don't have to physically create it themselves, but can farm it out to a professional or ask someone with precise cutting, pasting and organizational skills to put it together for them. Or I can offer them the option of creating an electronic portfolio instead of a physical stringbook. I am considering both of these options for the future.

Law Enforcement Academy

Program level assessment for Law Enforcement is a melding of the CSLO assessment, comparison to POST standards. New POST testing standards effectively July 1, 2018 raised the pass points/cut scores to 80%, 82%, and 84% respectively for tests 1, 2 and 3. LMC’s Academy has had a historical 80% cut score, so the impact to student success has not been impact due to this change. Over the past five years, six student have not passed the Academy. One for firearms and five for academic testing.

Licensed Vocational Nursing

We have been taking an in depth look at the program because of the one-year furlough, and the review reflected the updates that were needed and most of the updates have been made.

Math - Transfer

From our PSLO report: "It appears that our calculus pipeline needs improvement at creating proficiency with respect to any PSLOs. These results must stem from a great misalignment between the curricula, the CSLOs and the PSLOs.

Math - Developmental

No answer/response was provided.

Management & Supervision

Debriefing and reflecting are critical in reinforcing and cementing the learning outcomes.

Music

We learned that the music department pretty much met its goal of providing strong program level student learning outcomes. Both class assessments and student surveys show a relatively strong positive result. There were several areas of improvement but by and large, the music department did very well.

Physical Education/Kinesiology

We learned that students are interested and choosing the Kinesiology degree as a popular area of study, even with our completely outdated, broken facilities and equipment. We know that when students connect to Instructors who care and get to know them as individuals that we "hook" them in the degree and they are encouraged as "college students" who have a goal and plan. Many of our students come into the program without clear direction in regards to what they are doing/where they are going. Our degree puts people on paths.

Philosophy

N/A

Political Science

NA – We do not yet have program for Political Science

Psychology

The data indicates that students are doing well in Psychology courses (refer to 7.1.5). Student success in foundation courses are a good indication of success in the AAT- Psychology. Program Level Assessment Reports were submitted using the provided link.

Process Technology

No response indicated.

Recording Arts

Available from Office of Instruction

Registered Nursing Program

We learned that more data needs to be collected for PSLO #1 as we are unable currently to locate and/or track alumni employment or further education. This made it difficult to address this PSLO and apply for grant funding. We are working on developing surveys and various data collection instruments in an effort to obtain this data.

Sociology

The assessment data indicated that students in the Sociology AAT Program were doing very well in fundamental sociology courses. The assessment data indicated that 85% of the assessed students in the Sociology Program (PSLOs) were either at the High Proficiency Level or the Meets Proficiency Level. The remaining AAT Sociology Program courses (Sociology 012-Introduction to Marriage and Family and Sociology 017- Introduction to Research Methods) are directly related to the sociology foundation courses. Success in the foundation courses is a good indicator of student success in the Sociology AAT program.

Speech/Communications

Done in the 2017-2018 PRST data repository tab.

We found that our students are wildly successful after they transfer. They often graduate on-time, feel prepared for their classes post transfer, and learn the skills we set out to teach them in our courses over 80% of the time. We won't stop there though we want to get that number to 100%. We're planning to do that by improving opportunities to get involved in extracurricular activities, a library of internships, and of course—more interesting course readings. (Taken from our PSLO Report).

Travel Marketing

Overall, the travel program was satisfied with the findings of the PSLO assessments. While the faculty would like to see a 100% success rate for each PSLO assessed, the faculty was satisfied to learn that so many of the students were successful. The survey of our graduates indicated that 100% of the respondents had a favorable response regarding the PSLOs assessed.

Welding Technology

It was found that the overall majority of our students were absorbing our PSLO's by meeting or exceeding the proficiency levels. This validates our program effectiveness in successfully training the students to be prosperous in the Welding trade.

World Languages

(please see full report uploaded with this document)

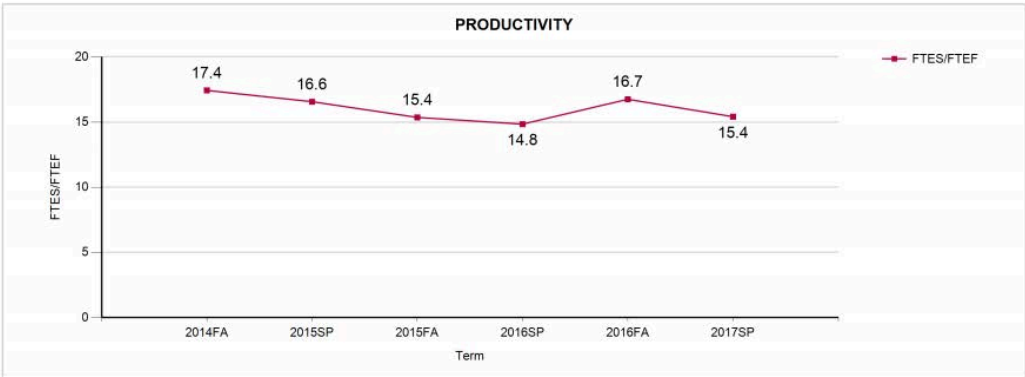
We learned that the Sign Language certificate completions are half of what they were in 2016.

In addition, Spanish had the most completers in the WL Dept. See full report. Data presented to us for Program Review supported our research. (see graphs below)

Instructional Comprehensive Program Review Report

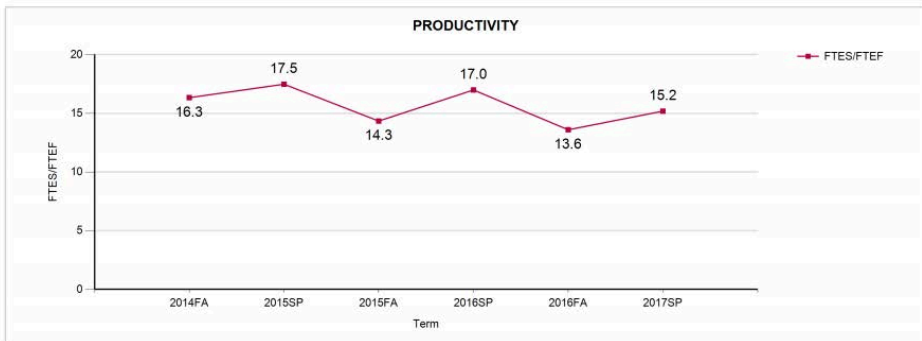
LMC INTRUCTIONAL PROGRAM REVIEW SIGN - Sign Language

SEC TERM	SEC DEPTS	SEC SUBJECT	SEC COURSE NO	MAX SEATS	CURRENT	CENTUS	FTES	FTEF	FTES/FTEF
2014FA			Total ==>	240	223	244	24.400	1.400	17.429
2015SP			Total ==>	274	241	265	26.500	1.600	16.563
2015FA			Total ==>	240	194	215	21.500	1.400	15.357
2016SP			Total ==>	274	195	222	33.640	2.267	14.842
2016FA			Total ==>	240	199	216	32.380	1.933	16.749
2017SP			Total ==>	274	197	232	34.933	2.267	15.413



LMC INTRUCTIONAL PROGRAM REVIEW SPAN - Spanish

SEC TERM	SEC DEPTS	SEC SUBJECT	SEC COURSE NO	MAX SEATS	CURRENT	CENTUS	FTES	FTEF	FTES/FTEF
2014FA			Total ==>	396	262	316	52.260	3.200	16.333
2015SP			Total ==>	396	296	339	55.920	3.200	17.477
2015FA			Total ==>	396	221	278	45.887	3.200	14.341
2016SP			Total ==>	406	269	333	54.407	3.203	16.988
2016FA			Total ==>	432	233	294	46.227	3.400	13.597
2017SP			Total ==>	396	240	296	48.573	3.200	15.181



7.2.2 What was the biggest challenge in conducting program level assessment?

Administration of Justice

The biggest challenge was finding and collecting all of the comparative data needed to effectively assess our program.

Anthropology

The biggest challenge is conducting program level assessments is finding dedicated time to complete, gather, and write the reports.

Appliance Service Technology

The biggest challenge in conducting this program review was figuring out how to input all the data in this form having never done this before and having my mind on multiple tasks.

Arts/Graphic Communications/Humanities

Our methods for assessing CSLO 3 vary widely and could benefit from more coordination and discussion of what benefits historical and cultural products research assignments provide—and also then what common areas, assignments, or methods we might be able to look at across sections.

Astronomy

Not applicable.

Automotive Technology

As an overarching outcome we found many times different courses were responsible for fulfilling different parts of the PSLO's. If that courses assessment didn't focus heavily on the component that makes it unique (Diag. 1 is largely responsible for training on scan tool diagnosis) then it may result in limited data when reviewing the program's effectiveness in training to its PSLO's

Biological Sciences

We struggled with finding an appropriate time to administer the post-assessment to our students. It was apparent that student motivation and alertness were not prime in their written responses. The "end" of our program is the conclusion of a two-semester sequence of rigorous courses in which students are extremely fatigued; thus, student assessment receptivity and focus will likely remain ongoing challenges in PSLO assessment. As a department, we also struggled with the wording of our PSLOs, and as a result, have revised the wording of 3 out of 4 of our PSLOs to clarify meaning and avoid possible misinterpretations by both instructors and students.

Business

The biggest challenge is that we currently do not have a capstone course.

Child Development/Education

The biggest challenge was finding and accessing a tool to conduct a survey. Survey Monkey was not available to us. We had to figure out how to use Google Forms on our own.

Chemistry

After completing the assessment report of the PSLO's in Chemistry, we found significant overlap among the PSLO's, and often one assessment revealed information about several of our PSLO's. Furthermore, our assessment efforts revealed that some of our PSLO's are too specific. To focus better on student learning, the Chemistry Department will work to rewrite and consolidate our PSLO's to make them more effective.

Computer Science

Having similar courses of study defined as different “programs” within the meaning of PSLO assessment added to the workload with no corresponding benefit. Put another way, with so many sets of PSLOs, separating the wheat from the chaff was more difficult.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Dramatic Arts

N/A

Economics

N/A – We do not yet have a program for Economics.

Electrical/Instrument Technology

A challenge has been to find time and full-time faculty as previous to fall 2016 my department had only one full-time faculty member.

Emergency Medical Services

The biggest challenge was finding time to complete it.

Engineering/Physics

Engineering - We had too many PSLOs, including some that were not as important as the others and some that were really just special cases of the other PSLOs. Wording assessment problems in a manner that the students would understand was sometimes a problem, but that should improve as we gain more experience in assessing the program.

Physics - We had too many PSLOs, including some that were not as important as the others and some that were really just special cases of the other PSLOs. Wording assessment problems in a manner that the students would understand was sometimes a problem, but that should improve as we gain more experience in assessing the program.

English – (Transfer & Developmental

Because our English Transfer Degree is so new, we did not have a lot of data to work with. We chose to assess English 140 and 145 because all students who are English majors are required to take these courses.

English As A Second Language

Time.

Fire Technology

Having the administrative time and faculty available to conduct the program level assessment was a huge hurdle to overcome.

History

The fact that I am the only full time history instructor is the biggest challenge. In addition, I began my job in the middle of the first 5 year assessment cycle, and didn't really learn about assessment at all until the end of my first year.

Humanities

Our methods for assessing CSLO 3 vary widely and could benefit from more coordination and discussion of what benefits historical and cultural products research assignments provide—and also then what common areas, assignments, or methods we might be able to look at across sections.

Journalism

Finding the time to do it!

Law Enforcement Academy

Matching learning domains dictated by POST to college level CSLO's and capturing Academy staff observations/comments and how this led to a change in pedagogy.

Licensed Vocational Nursing

Finding the time to document our findings.

Math - Transfer

As this was first time the department assessed the calculus pipeline with respect to the PSLOs, it took many hours to create a PSLO rubric.

Math - Developmental

No answer/response was provided

Management & Supervision

No capstone course, students enter and exit at any point. More time to create, assess, and reflect. Often courses are offered once a year and taught by part-timers. While the intent is there, it is sometimes difficult to have the work completed and shared.

Music

Too many PSLO for each degree and certificate. We have 7 PSLO for each degree and certificate and the work was quite daunting. We should try to cut down the number of PSLO to smaller number, perhaps 3 should be sufficient.

Physical Education/Kinesiology

Working with part time faculty to offer them the tools they needed for assessments. As department head, I often have to pull up the information/forms/data etc and give direction faculty so that they can assess

Philosophy

N/A

Political Science

NA

Psychology

There were no major challenges in conducting program level assessment.

Process Technology

No response indicated.

Recording Arts

Redundant clerical data transfer (see 7.2.1, above)

Registered Nursing Program

Having the administrative time and faculty available to conduct the program level assessment was a huge hurdle to overcome.

Sociology

There were no major challenges in conducting the program level assessment.

Speech/Communications

Tracking down our alumni to determine if they were successful after they transferred to asses PSLO 1 from the transfer degree.

Travel Marketing

Getting the surveys returned. After re-writing the survey in an easier to complete format (Survey Monkey), we received several more responses.

Welding Technology

The motivation to start the process and do the actual assessment.

World Languages

Securing the necessary data (Robin was able to find the data we needed)

7.2.3 What resource needs, if any, were identified in your program level assessment?

Administration of Justice

Our program is not in need of physical resources at this time, we are in need of curriculum development/change that reflects our social science world-view of the administration of justice

Anthropology

My skeletons, brains, and models were implemented into the curriculum to provide a visual component in learning for the students. As a result in my assessments the students responded well to this overall resources added to the curriculum.

I identified a need for updated and additional documentaries for my courses. The visual component to the curriculum definitely has an effect on student learning. These are resources that I find necessary for my curriculum and student success.

Appliance Service Technology

None.

Arts/Graphic Communications/Humanities

Additional resources could be used to fund acquisition/sharing and more integration of historical reference/cultural products across more of our sections to make the assessment more consistent. As a department we use very diverse examples, a goal is to keep and expand that diversity while integrating techniques of assessment more.

Astronomy

Not applicable.

Automotive Technology

Our overall assessment was satisfactory and some adjustments will be made. The faculty has not identified any new resources that will be needed for automotive to successfully complete this study in the future.

Biological Sciences

Training on writing test questions and SLOs is needed to ensure our PSLOs are measurable and reflective of program conceptual themes. Additionally, opportunities for dialogue among instructors are required to foster group meaning making and share best practices.

Business

N/A

Child Development

We have professional development needs to stay current with the training and education needs of Early Childhood Education. We need access to survey tools.

Chemistry

When our department discussed the results of our program level assessment from a holistic perspective, we realized that our teaching laboratories may be underutilized as opportunities for student learning. Each of our PSLO's have a laboratory component; furthermore, PSLO 6 and PSLO 7 are achieved only in the Chemistry Lab. Therefore, our department must take steps to properly equip our laboratories so that students have access to effective learning experiences. We will address shortcomings of the laboratories and stockroom later in this report.

Computer Science

The continued addition of "hands on" or more interactive course work not only for the CTE degrees/certificates, but the Computer Science Transfer Degree as well. This would require having more classes scheduled in rooms with computers.

Cooperative Education

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Dramatic Arts

Our biggest needs were for equipment and for a Theatre Staging Specialist which we have now been awarded. In the future we need stable conference funding to attend the Kennedy Center American College Theater Festival. Attending this festival has been paramount in the growth and success of the Drama Department.

Economics

N/A

Electrical/Instrument Technology

We need a lot more space for the hands-on ETEC labs, as we are unable to add more equipment and expand sections for an already “at-capacity” program.

Emergency Medical Services

We identified the need for additional classified staff.

Engineering/Physics

Engineering - New lab equipment is needed in order to keep up with the existing engineering technology (Instron Tensile Tester, laser cutter, r# printer capable of supporting bigger assembly files)as well as updating the existing one (mechanical test specimen, PLA filament, additional microscopes, additional and newer laptops). All engineering classes utilize specific engineering software. Therefore, it is really challenging for students to learn and practice at their own pace when we have full classes (30+), but only 23 school laptops available to them. Often, those laptops have to be shared with concurrent Physics classes as well. This has been apparent even before any program level assessments.

Also, Engin 25 utilizes SolidWorks CAD software (this is consistent with many 4 years universities and local industry, and national labs). However, the software is not currently supported by our existing school laptops (software is really slow and often freezes). Lastly, SolidWorks is not backward compatible. Therefore, the latest version of the software has to be installed by IT on each laptop before the beginning of every spring semester. Unfortunately, this has never been the case. The software gets usually updated much later throughout the semester, leading to compatibility issues and wasted time for students working on labs and assignments.

Physics - There are ongoing resource needs, but that has been apparent before doing any program level assessments.

English – Transfer & Developmental

We would like to have more faculty development focused on teaching literary analysis. We also will need data to assess enrollments and success rates of our online offerings for English 140, 145 and the other elective literature courses. We hope to build enrollments to offer English 140 and 145 F2F.

English as a Second Language

- Another full ESL time faculty member.
- To have ESL-included Program Reviews done by the AEBG Transition Specialist and the ESL/Puente Counselor.
- To have ESL included in the Program Reviews done by Outreach, Assessment, Financial Aid, and other key student service areas, and to have those results shared with the ESL Department/Program – an instructional/academic area responsible for curriculum and instruction – so that both the department/program and the college might work to collectively better serve our students.

Fire Technology

To obtain operating fund which allows us to access additional data such as, comparing our students' success to those at other institutions.

History

We would like to purchase a set of classroom clickers to be used in social science classes. This will help with active learning strategies in the classroom.

We've also discussed the need for more funding for professional development and conference attendance.

In addition, a significant percentage of our history classes are taught online. We would like funds that would allow us to purchase video editing software such as Camtasia. This could possibly assist with lecture classes as well, since videos could be used for any classes that used the "flipped" classroom method of instruction.

Humanities

Additional resources could be used to fund acquisition/sharing and more integration of historical reference/cultural products across more of our sections to make the assessment more consistent. As a department we use very diverse examples, a goal is to keep and expand that diversity while integrating techniques of assessment more.

Journalism

None at this time.

Law Enforcement Academy

The Academy is an instructional services agreement between LMC and the Office of the Contra Costa County Sheriff. It is a partnership, but at times, it works as an autonomous unit. It has been identified through this process that the academy needs additional technology to support on-line learning and testing. In 2018, the Academy received \$58,000 in Perkins funds to purchase new computers for on-line testing. This was the first Perkins investment in this program in this assessment cycle. It has opened up addition resource needs around professional development for both staff and recruits.

Licensed Vocational Nursing

Stable faculty.

Math – Transfer

The math department wishes to use a "working backwards approach" infused with funded professional development. The math department should first review, then change and/or affirm our PSLOs. The PSLO assessment identified this project as an "Objective" in the next Program Review in order to seek RAP

funding. It is emphasized here to support funding requests in the current year. Upon completion of the PSLO project, instructors can then spend much of their assessment energies reviewing the alignment between the CSLOs and the PSLOs, changing the CSLOs as needed and **documenting the analysis, conclusions and changes**. As CSLOs are assessed, there needs to be professional development around developing assessment tools with respect to CSLOs. There also needs to be ongoing professional development around creating and implementing pedagogy and curriculum that aligns with CSLOs. Our program and course assessment processes as well as program data analysis further identifies a need for focus on the beginning of the STEM math pipeline, Math 26 and Math 40. There is an identified need for curriculum and professional development around these courses especially in the area of trigonometry. There is a need for funding for leadership, teaching community, and time on curriculum development.

Math – Developmental

No answer/response was provided.

Management & Supervision

Tenured track regular time/faculty

Music

We could have had the statistics and information prepopulated for us so that we do not have to go searching for information that the District already have. It does not make sense for faculty to do clerical work when information can be easily re-populated so that we can do a higher level analysis of the situation and give our collective opinion on the matter, such as the section immediately following this one (Section 8).

Physical Education/Kinesiology

Updated facilities and equipment.

Philosophy

N/A

Political Science

NA

Psychology

The major resources needed in psychology program are updated audio/video resources.

Process Technology

The one resource that is badly needed in the program is an administrative assistant. This resource will be key in increasing recruitment, retention, and improvement of pedagogy by allowing faculty to focus on teaching rather than non-instructional tasks. This resource can be a part-time staff serving the Industrial Technology Department (ETEC and PTEC).

Recording Arts

A critical need to replace 30 year-old main Mixing Console in Studio A within the next 18 months

Registered Nursing

We identified a data collection instrument that would provide us with the information on our alumni however, the instrument is costly and needs to be renewed. Currently, the College operating fund is unable to fund it. We are attempting to locate other funding sources. We also will be needing funding for continued support of the HESI RN Exit Exam. Which allows us to access additional data such as, comparing our students' success to those at other institutions.

Sociology

The major resources needed in the Sociology Program are video productions to illustrate how social problems and issues are being examined and solved in American society.

Speech/Communications

We continue to have a heap of evidence that the debate team would benefit from additional coaching and travel funds to support tournament experiences for our students.

We also have found that we need another full-time faculty member for major courses. At this time, Jan. 2018 we only have one full-time faculty member. Yes, we are planning to hire a second full-time faculty member, but our Program Review numbers support a third, full-time hire.

Travel Marketing

The travel program has had only two adjunct professors for several years. As a result, the travel program has been in maintenance mode for quite a long time. With such limited resources, it is difficult, if not impossible, to expand/ grow the program.

Welding Technology

None.

World Languages

It is important that we solidify the Sign Language degree with hopes to have a full time instructor for Sign Language. This would increase completers.