

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Arts/Human - Art - ART:

Date: 03-22-2022

- Instructional Units Program Review Year Five Update - Art Department (Art/Fine Arts/Art History/3D Design)

Sorted by: Program

LMC Arts/Human - Graphic Comm - ART:

- Instructional Units Program Review Year Five Update - Graphic Communications Department

LMC Arts/Human - Humanities - HUMAN:

- Instructional Units Program Review Year Five Update - Humanities Department

LMC Behav Sciences - Anthropology - ANTHR:

- Instructional Units Program Review Year Five Update - Anthropology

LMC Behav Sciences - Psychology - PSYCH:

- Instructional Units Program Review Year Five Update - Psychology

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Arts/Human - Art - ART

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Art Department (Art/Fine Arts/Art History/3D Design)

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if***

needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Art 18	course not offered/new faculty	Spring 2022	Nick Nabas
Art 47	course not offered/new faculty	Spring 2022	Eric Sanchez
Art 54	course not offered/new faculty	Spring 2022	Jaime Tamrakar
Art 74	course not offered/new faculty	Spring 2022	Jaime Tamrakar

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Art 61: In a section that combines intro. and intermediate students, having them work together can benefit both groups: consolidating skills/knowledge for intermediates and helping intro. students learn the basics from peers. The journal keeping process can also be used as students in the intermediate section can compare their intro. class journals to their intermediate class journals and see their growth and progress.

Art 30: Figure Drawing should be offered hybrid or face to face, Asynchronous online does not result in adequate portfolio examples

Canvas can be used effectively to improve the quality of critiques by having students write responses ahead of time

Art 38: Museum Evaluation/field trip assignment will be scaffolded more, shifted to weighted grade average because many students were not completing the assignment.

LMC Arts/Human - Graphic Comm - ART

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Graphic Communications Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ART-018	course not offered	Spring 2022	
ART-030		assessed, 4/27/21	Eric Sanchez
ART-038		assessed, 4/27/21	Eric Sanchez
ART-047	probationary faculty is teaching this course for the first time in FA 2021	end of Fall 2021	Eric Sanchez
ART-054	course not offered	Spring 2022	Curtis Corlew
ART-074	course not offered, not in the schedule for Spring 2022	TBD	Curtis Corlew
ART-075	course not offered, not in the schedule for Spring 2022	TBD	Curtis Corlew

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

ART-015 - The graphic design course had discovered that there is a need to shift some of the curriculum to include some industry standard work flows in the Adobe creative suite. For example integrations of the Adobe Cloud apps and software is more possible now that IT is supporting access for students and faculty for both on and off campus. Some of this workflow being tied to an individual account login helps students to practice workflows that would happen in a design career.

ART-030: Figure Drawing should be offered hybrid or face to face, Asynchronous online does not result in adequate portfolio examples

Canvas can be used effectively to improve the quality of critiques by having students write responses ahead of time

ART-038: Museum Evaluation/field trip assignment will be scaffolded more, shifted to weighted grade average because many students were not completing the assignment.

Art 61: In a section that combines intro. and intermediate students, having them work together can benefit both groups: consolidating skills/knowledge for intermediates and helping intro. students learn the basics from peers. The journal keeping process can also be used as students in the intermediate section can compare their intro. class journals to their intermediate class journals and see their growth and progress.

LMC Arts/Human - Humanities - HUMAN

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Humanities Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not	When course will be	Faculty Responsible
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	assessed	assessed	for Course Assessment

ALL courses in Cycle 2 were successfully assessed.

		HUMAN-019-CSLO-2018...				September 30, 2019	Robertson, Beth
		HUMAN-020-CSLO-2019...				September 30, 2019	Robertson, Beth
		HUMAN-021-CSLO-2019...				September 30, 2019	Robertson, Beth
		HUMAN-030-CSLO-2019...				April 30	Robertson, Beth

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

We continue to refine our pedagogy, looking to accentuate the assessment instruments that produce the best results. We have: 1) continued to employ Cornell notes across the curriculum, 2) Employing a mix of written and oral exams based on assigned literary works, both individual and group-based, and 3) A new initiative has been to use the annotation feature within CANVAS to have students prepare for in-class (via ZOOM) discussions by submitting annotations prior to class. Students *necessarily* come to class better prepared to discuss the content of assigned articles.

LMC Behav Sciences - Anthropology - ANTHR

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update -Anthropology

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All CSLO Cycle Two Assessments for Anthropology courses were completed and submitted.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Enhanced and improved curriculum for anthropology courses including the addition of online courses and taking the BEOI course to understand and create effective online student learning as been completed. Anthropology 006, 005, and 004 are all on canvas. All three of these courses have their lectures on YouTube and PowerPoint. In addition, I have modified the concept sheets and objective questions on my quizzes. I also enhanced all my canvas exercises related to discussion boards such as including article analysis and current topics such as medical anthropology as related to the Covid 19 and each modification is designed to improve student learning and outcomes. I have also modified the study guides, exams questions, and imbedded videos from online resources. In addition, I included more group discussion to analyze concepts and material as it relates to the course material. Weekly emails and announcements updating information, confirming the key words and chapters that need analysis have also been implement. Included in the announcements are assignment due dates and an overall check in for the students. With that being said, I go over all assignments in the zoom sessions as well and direct students to services offered at LMC. With all these changes in my anthropology curriculum and program , all my students did well with their assessments as it relates to the CSLO'S. The CSLO assessment(s) provides feedback on course learning and the extent to which students are successfully meeting the Course Student Learning Outcomes. Most students were 90% or more proficient in each CSLO. This high percentage and high number of students who met "above proficiency" reflects teaching was very effective and learning proceeded as expected.

Enhanced and improved curriculum for anthropology courses including the addition of online courses and taking the BEOI course to understand and create effective online student learning as been completed. Anthropology 006, 005, and 004 are all on canvas. All three of these courses have their lectures on YouTube and PowerPoint. In addition, I have modified the concept sheets and objective questions on my quizzes. I also enhanced all my canvas exercises related to discussion boards such as including article analysis and current topics such as medical anthropology as related to the Covid 19 and each modification is designed to improve student learning and outcomes. I have also modified the study guides, exams questions, and imbedded videos from online resources. In addition, I included more group discussion to analyze concepts and material as it relates to the course material. Weekly emails and announcements updating information, confirming the key words and chapters that need analysis have also been implement. Included in the announcements are assignment due dates and an overall check in for the students. With that being said, I go over all assignments in the zoom sessions as well and direct students to services offered at LMC. With all these changes in my anthropology curriculum and program , all my students did well with their assessments as it relates to the CSLO'S. The CSLO assessment(s) provides feedback on course learning and the extent to which students are successfully meeting the Course Student Learning Outcomes. Most students were 90% or more proficient in each CSLO. This high percentage and high number of students who met "above proficiency" reflects teaching was very effective and learning proceeded as expected.

LMC Behav Sciences - Psychology - PSYCH

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Psychology

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

This question has not been answered yet

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The CSLO assessment(s) provides feedback on course learning and the extent to which students are successfully meeting the Course Student Learning Outcomes. Most students were 90% or more proficient in each CSLO. This high percentage and high number of students who met “above proficiency” reflects teaching was very effective and learning proceeded as expected.

The Covid-19 pandemic led to the transition of psychology courses to online (asynchronous) teaching/ learning. To adapt to the challenge of online teaching/learning, professors and students used Canvas, a web-based management system. Canvas enabled professors to manage and organize online learning material—PowerPoint slides, video presentation developed by the professors, imbedded videos from online resources, study guides, resource material, quizzes, exams, and application exercises. Students viewed lessons and work, collaborated with each other, submitted assignments, communicated with the instructors, and tracked their grade in Canvas. Methods used in Canvas to humanize the online experience and encourage professor/student and student/student interaction were: chats, group projects, discussion assignments, and Zoom sessions. Several methods of communication were used to maintain instructor/student and student/student interaction: announcements, notifications, feedback with rubrics, and emails

Course and user analytics are easily accessible. Students can track their grades and course activity. Professors can track student performance and alert students regarding their progress. This early alert feature is important in helping students achieve success and course completion.

Transitioning to online was a definite challenge for students. Although stressful, it helped students keep and complete their classes. It not only helped students “survive” but also to but thrive!

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Business - BUS:

Date: 03-22-2022

- Instructional Units Program Review Year Five Update - Business Department

Sorted by: Program

LMC Business - Management and Supervision - MANGT:

- Instructional Units Program Review Year Five Update - Management & Supervision Department

LMC Business - Travel Marketing - TRAVL:

- Instructional Units Program Review Year Five Update - Travel Marketing Department

LMC Child Development - CHDEV:

- Instructional Units Program Review Year Five Update - Child Development Department

LMC Computer Science - COMSC:

- Instructional Units Program Review Year Five Update - Computer Sciences Department

LMC Fire Science - Emergency Medical Services - EMS:

- Instructional Units Program Review Year Five Update - Emergency Medical Services Department

LMC Fire Science - FIRE:

- Instructional Units Program Review Year Five Update - Fire Technology

LMC Industrial Tech - Process Technology - PTEC:

- Instructional Units Program Review Year Five Update - Process Technology Department

LMC Industrial Tech - Electrical Technology - ETEC:

- Instructional Units Program Review Year Five Update - Electrical/Instrumentation Technology Department

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Business - BUS

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Business Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
BUS-181	Course not offered	Next Offering	Unknown

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Course	Assessed	Date	Actions Based on Assessment
BUS-035A	Yes	2/25/2018	New textbook and

			software is being selected.
BUS-035C	Yes	1/18/2017	New textbook and software is being selected.
BUS-052	Yes	11/24/2019	Create opportunities for students to give low-stake elevator pitch presentations throughout the course
BUS-059	Yes	4/30/2021	Provide diagnostic tests to see where students are. Follow up with additional exercises that students can walk through on their own.
BUS-109	Yes	9/6/2019	Offer additional review session and self-practice options.
BUS-160	Yes	9/6/2019	The current teaching and learning approaches will be continued
BUS-185	Yes	1/9/2020	Expand review and practice opportunities.
BUS-186	Yes	4/30/2021	Continue to expand practice opportunities.
BUS-187	Yes	5/6/2021	Continue to expand practice opportunities.
BUS-294	Yes	3/27/2017	More in class practice, discussion, and note taking options.
BUS-091	Yes	4/25/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.
BUS-092	Yes	6/13/2018	Course is being redesigned moving from .5 unit class to

BUS-093	Yes	6/14/2018	1.5 unit class. Course is being redesigned moving from .5 unit class to 1.5 unit class.
BUS-096	Yes	2/9/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.

LMC Business - Management and Supervision - MANGT

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Management & Supervision Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

N/A

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Course	Assessed	Date	Actions Based on Assessment
MANGT-060	Yes	4/30/2021	Provide more time and opportunity to work with their team to practice prior to presenting in class. Provide time in the beginning to middle of the semester to teach students how to create performance criteria and how to measure them.
MANGT-050	Yes	5/31/2019	More case studies are recommended. Recommend videos and more assignments to highlight the differences. Spend additional time on what motivates them and demotivates them. Recommend assignment next time on the protected classes.
MANGT-070	Yes	1/22/2020	Refocusing the assignment on a case study of a work place conflict will provide better modeling for students. A challenge identified in this assessment is that a small number of students do not have previous work experience. Adding an EEO component to the assignment would emphasize the element of team

			building in today's culturally diverse workplace.
MANGT-075	Yes	3/28/2017	Utilizing a speaker from the Career Center for interviewing skills would be helpful for instilling a real life application to the learnings. Add more small group work.

LMC Business - Travel Marketing - TRAVL

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Travel Marketing Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All travel courses have been assessed according to schedule.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Travel instructors will continue to offer all travel courses in an online format. In order to promote and improve student success, instructors continue to provide examples of exemplary work for assignments, detailed instructions and rubrics for assignments, supplemental videos as needed, individual feedback and suggestions for improvement, and regular online office hours as well as offers to meet individually as needed.

LMC Child Development - CHDEV

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Child Development Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
CHDEV 20	currently being assessed	Fall 2021	Janet Rivera

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

CHDEV 90 COOR was updated in Fall 2021 to align better with CHDEV 50 as there was prerequisite knowledge students did need to be successful in CHDEV 90. We also completed the Prerequisite form for CHDEV 50 to be a prerequisite for CHDEV 90.

As a result of the department moving to more OER books both CHDEV 20 and CHDEV 1 COORs will be revised to include this textbook option on the COOR.

LMC Computer Science - COMSC

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Computer Sciences Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All required courses were assessed.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

No current courses are planned to be changed to improve student success. However, we do plan on investigating new courses and programs that may better align with industry needs.

LMC Fire Science - Emergency Medical Services - EMS

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Emergency Medical Services Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
EMS -004	NOT TAUGHT IN THE PAST (4) YRS.	N/A	N/A
EMS - 017	NOT TAUGHT IN THE PAST (4) YRS	N/A	N/A

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

New Instructor and Chair and needs to become more familiar with the curriculum process.

LMC Fire Science - FIRE

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Fire Technology

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
FIRE 130	No Excuses other Than COVID Restrictions	Spring Semester 2022	Mike Grillo Paul Cutino

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

CSLO for Fire 106 needs to be altered, resubmitted for approval. The current COOR has an incomplete list of DISCIPLINES from which an instructor may prequalified and selected. The new COOR will include Instructors from the KINESIOLOGY Dept as qualified applicants to teach this course. This change will occur on COOR 106 and be submitted to the Curriculum committee for their February 2022 meeting.

In all of our Fire technology classes, we have discussed and plan to implement more group activities such as small unit group projects. This technique should prove to be helpful and is consistent with career problem solving techniques used in the Fire service today, The Los Médanos College Fire staff wish to connect and inspire our Fire students to get involved in classroom discussions and direct any and all questions to their instructors.

LMC Industrial Tech - Process Technology - PTEC

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Process Technology Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
PTEC-004 PTEC Career Exploration	Not Taught	No plan to assess	n/a
PTEC-007 Career Skills	Unknown	Fall 2021 Term, exact date TBD	Jim Martin
PTEC-060 Career Prep	Unknown	Fall 2021 Term, exact date TBD	Jim Martin

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Moving to standardize canvas shells based on BEOI format

LMC Industrial Tech - Electrical Technology - ETEC

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Electrical/Instrumentation Technology Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ETEC-034 Instrument Calibration	Unknown	Was assessed 7-May-2021	Russ Pedersen
ETEC-050 Instrument Proc. Ctl.	Due to laboratory space and limited labs station availability we were unable to offer this course during the Covid-19 pandemic.	Fall 2021 Term, exact date TBD	Russ Pedersen
ETEC-052 Applied Proc Ctl Lab	Due to laboratory space and limited labs station availability we were unable to offer this course during the Covid-19 pandemic.	Fall 2021 Term, exact date TBD	Russ Pedersen
ETEC-056 Code for Instrument App.	Due to laboratory space and limited labs station availability we were unable to offer this course during the Covid-19 pandemic.	Fall 2021 Term, exact date TBD	Russ Pedersen
ETEC-058 Analytical Inst.	Due to laboratory space and limited labs station availability we were unable to offer this course during the Covid-19 pandemic.	Fall 2021 Term, exact date TBD	Russ Pedersen

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

- Moving toward standardization Canvas shells based on the BEOI templates.
- Dividing a single lecture course into two smaller labs allowing students to have more individual time on the limited availability of lab stations.

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Behav Sciences - Sociology - SOCIO:

Date: 03-22-2022

- Instructional Units Program Review Year Five Update - Sociology

Sorted by: Program

LMC Biological Sciences - Nutrition - BIOSC/NUTRI:

- Instructional Units Program Review Year Five Update - Biological Sciences

LMC Communication - Journalism - JOURN:

- Instructional Units Program Review Year Five Update - Journalism Department

LMC Communication - Speech - SPCH:

- Instructional Units Program Review Year Five Update - Speech/Communications

LMC Drama - DRAMA:

- Instructional Units Program Review Year Five Update - Dramatic Arts

LMC English - ENGL:

- Instructional Units Program Review Year Five Update - English Department

LMC English as a 2nd Language - ESL/ESLN:

- Instructional Units Program Review Year Five Update - English as a Second Language Department

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Behav Sciences - Sociology - SOCIO

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Sociology

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Socio-015	Course Assessed Spring 2021	Course Approved by the Curriculum Committee	Alex Sample
Socio-016	Course Assessed Spring 2021	Course Approved by the Curriculum Committee	Alex Sample

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The Socio-015 and Socio-016 CSLO results indicated that students achieved high scores in each CSLO assessed:

The results of Socio-015 CSLO #1 and CSLO #4--most students (81%) indicated High Proficiency or Meets Proficiency. CSLO #2, CSLO #3 and CSLO #5--most students (97%) indicated High Proficiency or Meets Proficiency.

Pedagogy

I will improve student learning in Socio-015 by increasing the amount of classroom exercise and discussions related to the application of sociology in everyday life. I will do this by presenting students with more examples from newspaper stories and the local and national news. Students will be able to observe how their daily lives are influenced by current social events.

The results of Socio-016 CSLO #1, CSLO #2, CSLO #3, and CSLO #4—most students (92%) indicated High Proficiency or Meets Proficiency. CSLO #5—most students (81%) indicated High Proficiency or Meets Proficiency.

Pedagogy

I will improve student learning in Socio-016 by having students participate in more classroom exercises identifying how causes and solutions to American social problems involve ethical values, obligations, and consequences that lead to the complexity of solving American social problems.

LMC Biological Sciences - Nutrition - BIOSC/NUTRI

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Biological Sciences

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Human Biology/Biosc08		Assessed and submitted 9/20	Jill Bouchard
Organismal Biology/Biosc021		Assessed and submitted 9/20	Jill Bouchard
Intro to Anatomy & Physiology/Biosc030		Assessed and submitted 9/16	Jim Clark

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Bio8

For more reliable assessment data in Bio 8, all four CSLO's were re-written. The updated CSLOs eliminate disparate concepts within a singular CSLO. By focusing each CSLO on one critical concept, the assessment tools for each CSLO can be more targeted. When the directions for and expectations from the assignments are more clear, we anticipate an improvement on overall proficiency across all four CSLOs, leading to more useful data.

Bio20

In Bio 20, based on the assessment of three CSLOs, it was determined that our approach for teaching how to write a lab report was successful. We recognized that students would benefit from more deliberate role modeling on how to think critically in order for them to better discuss concepts with greater depth and breadth. Our data for the third CSLO was incomplete because the assessment tool needed to be broader in scope. Only one CSLO was slightly reworded to better reflect the higher order thinking expected in this Biology course.

Bio21

The results from the Bio21 assessment indicate that the assessment tools, instructional activities, and CSLO's are generally well-aligned, and no changes were made to the CSLO's. We learned that students struggle to make deeper connections with course content in an online setting, evident by comparing multiple choice vs. written exam questions for a topic. As a result of the assessment, we have made curriculum changes focused on giving students more opportunities to practice the material by increasing student-student and student-instructor interactions.

Bio30

The results of the Bio30 assessment indicated that the majority of students were able to process information at lower levels of Bloom's taxonomy and a Dreyfus level of novice, but showed limited ability to synthesize ideas or differences between concepts that were similar but would be applied differently based on a given scenario. For more reliable assessment data and to better align the assessment tools with the CSLO, all CSLO's were modified and an additional CSLO was added. Specifically, each CSLO now includes a unique goal of learning for

the course and emphasizes learning terminology, and a fourth CSLO was added to emphasize the need to develop critical thinking skills of the students. The CSLO modifications should also now allow for alignment with the GE focus of courses at LMC that were not present in the previous version of the CSLO's for the course.

Bio45

As a result of the assessment, there were no changes made to the CSLOs. To improve student success, we purchased newer, more advanced software to allow students to collect more data and perform more robust analysis to further enhance our students' ability to meet proficiency in this outcome. We plan to offer students more opportunities to engage in in-class discussion of concepts through flipped classroom sessions; add smaller, more frequent assessments; utilize Canvas to create modules for curated content on specific topics; and discuss strategies for test taking, including sample responses. We will also continue to engage in intrusive advising identify students early in the semester who find the volume challenging and offer/recommend student resources and support.

Bio50

As a result of the assessment there were no changes to CSLOs. More written assignments were added to promote critical thinking and application of concepts.

LMC Communication - Journalism - JOURN

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Journalism Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
JOURN 129, 130, 131,132		<p>As of Sept. 30: These courses were assessed in the 2020-21 academic year as a set because they run concurrently in the same room at the same time and comprise the staff of the Experience. Results are in hand and the report is being written this fall for submission by Nov. 1.</p> <p>Update: The assessment reports for Journalism 129, 130, 131 and 132 have been completed and submitted to the Office of Planning and Institutional Research. A copy was sent to Dean Aprill Nogarr.</p>	Cindy McGrath

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

This section will be completed when the assessment report has been finished.

Update: The assessment reports for Journalism 129, 130, 131 and 132 have been completed and submitted to the Office of Planning and Institutional Research. Below is a summary of the results.

The assessments of Journalism 129 and three-course major sequence Journalism 130, 131 and 132 were intended to be conducted during the 2020-2021 cohort 4 year, but due to the unusual situation created by the pandemic forcing most classes online, we reached back into the previous academic year to instead conduct a fall-to-fall comparison to try to get some sense of how the sudden change in mode of instruction impacted faculty pedagogy and student learning. And because no students were enrolled in Journalism 132 during the two fall semesters, we assessed one student enrolled in 132 during spring 2021.

What we found is that while most students were still proficient or highly proficient, there were some drops in proficiency compared with the previous assessment due in whole, or in part to the pandemic. And while the pandemic did not seem to impact CSLOs related to copyediting and preparing an electronic portfolio, all other CSLOs were negatively impacted — especially for students who started journalism during the pandemic.

Because the Experience staff (students in Media Production) did not have access to campus, there was little way to create the community atmosphere and working conditions of a physical newsroom. News sources were more difficult to find and interview. There were few campus events to cover, and most of those were online. The lack of campus sources and events caused by an inability to find and interview people face-to-face on campus meant students wrote a lot more columns and reviews, which often don't require interviews with people. For some, but not all, that limited their ability to demonstrate versatility.

But the biggest impact was the fact students were publishing an online edition only, so the opportunity for them to photograph events and design news and feature pages for a print publication was severely impacted. Although software was available to students remotely, news page design is something hard enough to learn in person, and online instruction made it particularly difficult.

Overall, the assessment results were the motivating factor when we asked to bring students into the Journalism Lab for some lab hours in late April and May 2021, despite the class being online, and then opted to move the Journalism 129-132 media production sequence back to face-to-face instruction on campus in fall 2021. We expect to see improved assessment results during the next assessment cycle post-pandemic.

LMC Communication - Speech - SPCH

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Speech/Communications

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All Speech courses have been assessed.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Speech 130: Interpersonal Communication was assessed during the 2020-21 academic year by adjuncts Shiela Rodolfo and Thalia Bobadilla, who have both taught the course for a number of years. They wrote the report over the summer and shared their findings at the Communication Department meeting during Flex Week in August 2021. The report was polished and sent Sept. 26 to Dean Aprill Nogarr and Beth Robertson in the Office of Research and Planning.

All five CSLOs in the course were assessed and four of them — CSLOs 1, 2, 3 and 5 — showed students meeting proficiency at rates between 85% and 92%, a strong result. The weakest assessment was CSLO 4, ethics, with just 71% of students meeting proficiency. Strategies for improvement include incorporating new study guides to support student learning, and clarifying some of the instruments used to assess the CSLOs.

LMC Drama - DRAMA

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Dramatic Arts

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

NA

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

NA

LMC English - ENGL

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - English Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGL 127	Covid-19 disrupted everything, and we were catching up with year 19-20 assessments	Fall 2021	Marci Lapriore
ENGL 128	Same	Fall 2021	Candice Crenshaw-Mayo
ENGL 129	Same	Fall 2021	Candice Crenshaw-Mayo

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

English 230, assessment began Spring 2019 and concluded Spring 2020 by Morgan Lynn

" The team recommended the following revisions to the COOR and suggestions for professional development:

- 1. Revise and clarify CSLO #3
 - 1. Develop more precise description of advanced composition and A and C level work
 - 1. Revise CSLO #2 for more clarity and to better reflect the C-ID
 - 1. Use more positive language to describe students in the COOR
 - 1. Revise the description to sound less elitist
 - 1. Change yellow wallpaper assignment in the COOR
- For professional development, the team wanted more workshops about:
- 1. Advanced composition—clarifying expectations and how to scaffold student writing and thinking to get them there (particularly now with AB705)
 - 1. How to design more critical use of secondary sources

1. Embedding logical reasoning in creative and helpful ways that feel more organic to the course"

English 221, assessed FA2019 by Stacey Miller

"Analysis and Next Steps

After assessing student submissions and analyzing our own data, although a few discrepancies did emerge between student evaluation and instructor assessment, on the whole we agreed that most students were meeting course objectives. The data among the student evaluation, instructor assessment, and to some extent the instructor survey shed light on possible focal points for future professional development for English 221. Areas where more discussion and future professional development is warranted include:

- **Synthesis:** How instructors are defining this term, how students understand it, and how students are attempting to synthesize sources in an essay. At the same time, discussion of the multiple/diverse perspectives component from the CSLO might be helpful.
- **Strong Academic Prose:** Whether or not instructors should deliver explicit instruction on advanced writing concepts. The instructor survey revealed that almost half of the 13 instructors who participated devote "just enough" or "no" time in class to grammatical concepts.
- **Information Literacy:** Based on the 60 assessed essays, we learned that students overwhelmingly use Google for their research requirements. Given that this is a trend that will more than likely continue to grow, an effort to discuss how to help students become more information literate is necessary.
- **Revision of the English 221 CSLOs.** We would like to examine how other colleges are approaching the Critical Thinking and Composition course by looking at their COORs and then using that information to consider our own CSLO revision."

English 100, assessed Spring 2020 by James Noel and Sara Toruño-Conley

As a department we brainstormed new strategies that would help

students meet all CSLOs:

CSLO #1: Comprehend, summarize, analyze, synthesize, and evaluate a variety of primarily non-fiction texts.

New strategies suggested by the department include:

- Broadening the idea of what we're asking students to analyze and synthesize, not limiting ourselves to nonfiction texts
- Giving students more graphic organizers
- Effectively using students' discussion board posts
- Having students use more graphic organizers--Venn diagram

CSLO #2: Write clear, well-organized essays with arguable theses, persuasive support, and synthesis of several sources, demonstrating engagement in a full and productive reading, thinking, and writing process, and showing syntactical maturity.

The department wants more time to come up with better strategies and improvement around this SLO since it is at the heart of the course. We plan to look into professional development related to this.

However, since most if not all of the other SLOs affect a student's performance with SLO 2, we believe the strategies listed for the other SLOs can also be used to address improvement here.

CSLO #3: Think critically at a college level by evaluating their own reading and writing process, describing and evaluating arguments, recognizing bias and identifying and avoiding errors in logic, and recognizing tone, audience and purpose in texts.

Alex Sterling's sabbatical project is directly related to this SLO: critical thinking. He will be researching how we're gauging the teaching/learning of it, how we can improve our teaching of critical thinking. We will use the research he does to help us improve students' performance here.

CSLO #4: Consider diverse perspectives and worldviews (i.e. in regards to ethnicity, race, gender, class, language, nationality, sexual orientation, religion, or political beliefs) in order to engage thoughtfully with the perspectives of others.

The department wants more time to come up with better strategies and improvement around this SLO as well. However, from the results, we believe students are performing better than some of us initially thought they would.

CSLO #5: Conduct basic research using library tools, incorporating various sources into essays using appropriate documentation format.

New strategies suggested by the department include:

- Explore professional development related to helping students synthesize the course reading with their research
- Starting early in the semester to embed research; LMC librarians have a module for evaluating websites (misinformation, fake news...)
- Use professional development time to answer important questions around this SLO: What do we mean by research? Do we want students using just library tools? This SLO ignores where students go for research (the internet).

English 100S, assessed Spring 2020 by James Noel and Sara Toruño-Conley

As a department we brainstormed new strategies that would help students meet the following CSLOs:

CSLO #1: Employ a recursive writing process that includes pre-writing, drafting, revising, and editing that responds to feedback from the instructor in order to successfully complete college-level English.

New strategies suggested by the department include:

- Assigning Center for Academic Support related assignments, giving points for that
- During online instruction using embedded tutors more effectively. For example: Students sharing essays with tutors via Google Docs during the tutor hours since students don't utilize the tutor hours enough
- Collecting data on use of embedded tutors
- Improving Peer Review. Looking at successes and failures with our current model and best practices
- Assignment one fewer essay (revise the English 100 COOR) so students have more time to spend with the recursive writing process—giving more time for 3 drafts per essay, scaffolding drafts more
- Being more intentionally recursive

- Assigning more informal writing and/or low stakes opportunities (creative expression) other kinds of writing...

- Looking at ways to expand their idea of “an essay” that they learned from high school

CSLO #2: Identify and implement critical reading strategies to synthesize, analyze, evaluate, and respond to readings through discussion and writing in order to successfully complete college-level English.

New strategies suggested by the department include:

- Assigning Center for Academic Support related assignments, giving points for that

- During online instruction using embedded tutors more effectively. For example: Students sharing work with tutors via Google Docs during the tutor hours since students don't utilize the tutor hours enough

- Collecting data on use of embedded tutors
- Assigning one fewer essay (revise the English 100 COOR) so students have more time to spend with the recursive writing process—giving more time for reading related strategies

- Assigning more low stakes opportunities around reading
- Using Hypothesis and other related apps
- Revisiting the Reading Apprenticeship in a teaching community

CSLO #3: Demonstrate the habits and strategies of an active learner in order to successfully complete college-level English.

New strategies suggested by the department include:

- Requiring students use the Center for Academic Support
- Requiring office hour visits
- Requiring use of embedded tutors (if available)
- Requiring counseling visits
- Having students use the library resources more

English 124, assessed Fall 2020 by Jill Buettner

Results:

CSLO 1: Distinguish among the major historical periods in the evolution of children's and adolescent literature.

High Proficiency 19

Meets Proficiency 1

Below Proficiency 4

"The students who performed below proficiency on this assignment did not complete the assignment in full. Because this was the first assignment of the semester, that is to be expected. The majority of the students did read the chapter because I posted it in case the class did not have their books yet, which is an important equitable move in the first semester."

CSLO 2: Analyze selected works in different genres of children's literature using literary and visual elements.

High Proficiency 15

Meets Proficiency 7

Below Proficiency 2

"I plan to offer more assessment instruments for this outcome than just one high-stakes essay. I think a quiz or shorter writing assignments leading up to the essay would be better for assessing student learning."

CSLO 3: Identify and evaluate children's literature that reflects social and cultural diversity and promotes cultural awareness.

High Proficiency 22

Meets Proficiency 1

Below Proficiency 1

"I plan to infuse equity discussions in each unit and which each book. Sometimes, this is easier to do in face-to-face classes than it is online because the conversations can be a little more dynamic.

To improve student learning, I will scaffold this assignment with a handout general reading comprehension strategies and give students a sample reading response so they will understand expectations for quizzes and reflections."

CSLO 4: Recognize, critically analyze and make ethical decisions about current controversial issues in children's literature.

High Proficiency 10

Meets Proficiency 10

Below Proficiency 4

"In the future, I think a synchronous discussion, or at the very least, a discussion forum would have helped students flesh out ideas on a challenging topic. I also recognize that this was an ambitious prompt for a journal, and it might have been a better prompt for a longer assignment, like an essay. I do think questions like these present some of the most important conversations in this course."

LMC English as a 2nd Language - ESL/ESLN

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - English as a Second Language Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ESL/ESLN-065W	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Paula Gunder
ESL/ESLN-075W	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Paula Gunder
ESL/ESLN-085WRV	Has been assessed using SP20 class; needs to be written up	Assessment will be turned in by Nov. 1/the FA21 semester.	Anthony Scoggins

Year 4

ESL-011			Course Inactivated
ESL-012			Course Inactivated
ESL-013			Course Inactivated
ESL-014			Course Inactivated

ESL/ESLN-065VR	Yes	5/21/2021	
ESL/ESLN-075VR	Yes	10/21/2021	
ESL/ESLN-065W			
ESL/ESL-085WRV			
ESL/ESLN-095WRV	Yes	1/25/2021	
ESL/ESLN-075W			

Year 3

ESL-021			Course Inactivated
ESL-022			Course Inactivated
ESL-023			Course Inactivated
ESL-024			Course Inactivated
ESL/ESLN-075G	Yes	5/26/2020	
ESL/ESLN-085G	Yes	1/23/2020	
ESL/ESLN-095G	Yes	1/23/2020	
ESL-100G			Course not offered/Slated for Inactivation
ESL/ESLN-065G	Yes	5/26/2020	

Year 2

ESL-031			Course Inactivated
ESL-032			Course Inactivated
ESL-033			Course Inactivated
ESL-034	Yes	9/30/2019	Course Inactivated
ESL-085SL	Yes	9/30/2019	
ESL-095SL			Course Not Offered
ESLN-065PC	Yes	9/6/2019	

Year 1

ESL-041	Yes	SP18 - Tapiarene	Course Inactivated
ESL-042	Yes	2/6/2020 SU18 - Tapiarene	Course Inactivated
ESL-043	Yes	SP18 Burns Tubio	Course Inactivated
ESL-044	Yes	FA17 Tapiarene	Course Inactivated

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

065VR CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations

CSLO 1: Many students struggled this semester with online learning. Some students were very lucky in that they were able to find a quiet space in their home with access to Zoom and to video recording. However, many students share living spaces with many family members, and it was difficult for them to participate in class activities due to a lack of a quiet space. Once the pandemic is over, and we are able to return to face-to-face instruction, I think students would benefit greatly by participating in introductory computer/ESL workshops. Perhaps we could cover several workshops throughout the semester for morning as well as for evening students. Not only would such workshops empower students to succeed in online classes, but they would also serve to promote a feeling of independence among our student population.

CSLO 2: In past semesters, I have typically asked students to complete this test in written format. Due to the pandemic this semester, I made a decision to perform this test individually on Zoom. Each student was asked to sign up for a 15-minute time slot on Zoom. Students were told that they needed to show their face and that they were not allowed to use their books/notes or to receive help from family members or friends during the duration of their test.

CSLO 3: We had a mixed class of students this semester. Our student population was made up of students from Vietnam, Yemen, Afghanistan, Ethiopia, Brazil, Peru, Colombia, Nicaragua, El Salvador, Mexico. One of our students was in Mexico during the duration of the semester. I was able to experience first-hand the possibilities that online instruction can bring not only to the students but to the teachers as well.

075VR CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations

CSLO #1: Students had five days before the semester ended to complete and submit this assignment. Considering that we were in online learning, I think that there was not enough time for them to finish it and receive feedback. Perhaps, a new strategy can be to provide the students with enough time, at least two weeks: one week to submit the assignment and one week to review feedback from a peer review or from the professor. This will give them more time to ask questions, understand instructions, and reorganize their ideas. Another way to improve can be to provide the opportunity to collaborate with a partner or in a small group, discuss the provocative questions/prompts for each section in our Story Map and find possible ideas they can include in each of them. Also, students can use the same provocative questions/prompts to practice this strategy using a short reading with very clear components to help students understand each section. In addition, students can extend their understanding of story maps through their own writing. Students can use story maps to plan, summarize, and write their own main ideas, characters, setting, and plot for a story. Finally, after completing each chapter, students can take notes using sticky notes to map story elements. This strategy is particularly effective for struggling readers because it doesn't require much writing but includes all the components. Plus, after we analyzed each of the chapters, if students made a mistake or changed their minds, they need only remove or replace the sticky note.

CSLO #2: The problem here was that during the first 6 weeks of the course three students were

struggling to get their workbook and access code. They were attending all live sessions, requesting support during students' hours, and using tools provided in Canvas Modules to try to complete their assignments. However, they did not have the chance to practice in our online component or complete their workbook assignment on time. Once their books arrived, they tried really hard to catch up with all missing assignments, but it did not turn out very well. They were just submitting incomplete assignments without following instructions just to have something to submit. This problem had consequences in the Exam's results as well. These three students still demonstrated low proficiency. For future courses, I will send the course workbook's information two or three weeks before our course begins. And I will be stricter in accepting students in my class without a book after the first week of live instruction. This will push the students to get their books and materials as soon as possible. Students can use Vocabulary Notebooks to review and assess their vocabulary acquisition. I had used this strategy in prior semesters but this time it will be different. Instead of organizing them alphabetically, by topic, or by date they learned it, students will organize each of the chapter's key vocabulary words into four categories. CSLO #3: To improve the students' self-reflection skills, perhaps we can do more personal and/or dialogue writing journal activities every week. This will help students to understand writing prompts and develop their self-reflection and writing skills. To help students to understand the importance of this habit of mind and its significance to success in every environment, we can practice more real-world strategies in which students put themselves in different situations and find more positive and better ways to respond to them.

095WRV CSLO Assessment Improvement Ideas, Plans, Suggestions, Recommendations

CSLO 1: Students expressed difficulty reading and understanding certain sections of *Outliers*; therefore, they were not able to provide a more in-depth analysis.

New strategies to try: -Spend more time discussing the author's most abstract or obscure ideas orally in smaller groups.

-Give students more power to initiate and conduct their own discussion groups without the instructor taking a leader role in providing clarification, paraphrases or summaries of "abstract or obscure" sections of the chapters.

-In addition to providing a written example in the Module, I will create a PowerPoint Presentation with video explaining how to provide in-depth analysis of a quote, placing emphasis on key words I underlined and adding a 'real life' example. It seemed that the written example on the Canvas Module in which I underlined the key words from each quote and used different text colors analyzing each section of the quote did not provide sufficient guidance to "Below Proficiency" students. To avoid generalizations and distortions, I will provide a PowerPoint Presentation with video explaining written examples of generalizations and distortions, so students can see examples of what NOT TO DO. To develop critical reading skills, I recommend: a.) Book Clubs/ face-to-face or virtual Reading Circles: to instill pleasure for reading, create community, and improve critical reading and critical thinking skills, which in turn will expand vocabulary and improve writing skills. b) Reading workshops or a separate "Reading class" like "English 85-Introduction to College Reading," so students who need it can learn and apply reading strategies and develop critical reading and critical thinking skills. The class or workshop could be a mandatory one-unit class taken concurrently with ESL 095 WRV. c) One-on-one tutoring: Reading strategies/reading journals.

CSLO 2: Vocab/Allusions/References Logs aided students with short-term lexicon understanding. Some students were able to understand the author's ideas. However, few students really studied the vocabulary [according to their Final Project Reflection].

I think Vocab tests are effective when classes are on offered on campus. In fact, 50% students recommended vocab tests for future classes [according to their Final Project Reflection]. In my opinion, the online format was not the most conducive environment to conduct vocab tests since students can simply copy and paste the answers.

Not having vocab tests was counterproductive since many students did not study the new lexicon according to the Habits of Mind Reflection-Final Project. Recommendations: -Some students need to pay attention to detail. I will continue posting timelines on each Canvas Module, on Announcements and will email timelines with deadline at the beginning of each week.

-Take ESL counseling classes where time management, organizational skills, and college navigation strategies are taught in order to succeed not only on online classes but in face-to-face classes.

CSLO 3: Continue providing scaffolding and immediate feedback: formulating thesis and creating outline via zoom or in the classroom when classes are offered face-to-face. Continue providing one- hour one-on-one feedback for first drafts via zoom when ESL 095 WRV is offered online, or 1 hr. one-on-one conferences in a classroom setting. The 80% success rate indicates that ESL 095 WRV could be offered

online for students who wish to take online classes. In order to acquire and apply the necessary skills to succeed in ESL 095 WRV, students need a solid foundation of writing and grammar. It is highly recommended that students take Grammar 1, 2, and 3 before taking this course and take Grammar 4 concurrently. It is also recommended that students take Reading and Writing 1, 2, and 3. As we can see from the current data, students who did not complete the bridge and intermediate coursework before taking ESL 095 WRV, dropped, failed, or passed with a "C." Even though "C" falls under the category of "Meets Proficiency," some students who enter ESL 095 WRV with a "C" have not mastered the basic skills needed to acquire the more advanced reading and writing skills necessary to succeed in ESL 095 WRV. It is recommended that these students receive one-on-one tutoring outside the [virtual] classroom when they take ESL 095 WRV.

CSLO 4: Doing the HoM Reflection at the end of the semester as an "exit" exam was helpful because students were able to reflect on the skills and thinking dispositions learned this semester. However, journaling more frequently will make them focus on their learning throughout the semester and "improve" or "fix" habits along the way. Recommendations: Start HoM Reflective Journal at the beginning of the semester. It could be divided by Habits of Mind: "Communicate Clearly" and "Reflect," so each student can keep track of his or her progress. Journal prompts could also be assigned after each major reading and writing assignments.

We have reviewed some of these improvement ideas, suggestions, recommendations as a faculty team but not all of them. We need more time to continue to review and discuss the findings and to determine what possible changes might possible and necessary. Course outlines have already been updated as needed.

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Kinesiology - KINES/KNACT/KNDAN:

Date: 03-22-2022

- Instructional Units Program Review Year Five Update - Kinesiology Department

Sorted by: Program

LMC Library Science:

- Instructional Units Program Review Year Five Update - Library & Learning Resources

LMC Mathematics - MATH:

- Instructional Units Program Review Year Five Update - Mathematics Department

LMC Music - MUSIC:

- Instructional Units Program Review Year Five Update - Music Department

LMC Philosophy - PHIL:

- Instructional Units Program Review Year Five Update - Philosophy

LMC Physical Sciences - Astronomy - ASTRO:

- Instructional Units Program Review Year Five Update - Astronomy

LMC Physical Sciences - Chemistry - CHEM:

- Instructional Units Program Review Year Five Update - Chemistry

LMC Physical Sciences - Engineering, Physics, Physical Sciences - ENGIN/PHYS/PHY:

- Instructional Units Program Review Year Five Update - Engineering/Physics/Physical Science

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Kinesiology - KINES/KNACT/KNDAN

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Kinesiology

Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
KNACT 004A/B	Course not taught	uncertain when it will be offered again	Lori Biles

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

CSLO Assessments performed and possible changes to improve student success for:
 KNACT 008A/B/C.....Handouts and video for Canvas shell to offer students a resource regarding proper safety, lifting techniques and stretching pertinent to weight training programs (CSLO 1, 2, 3)
 KNACT 014A/B.....Handouts for Canvas shell to support student learning regarding scoring strategies, specific skills, game situations (CSLO 1, 2, 3)
 KNACT 046A/B....Handouts and video for Canvas shell to offer students a resource regarding shooting, dribbling, passing fundamentals and drills (CSLO 1, 2, 3)
 KNACT 011A/B....Handouts and video for Canvas shell to offer students a resource regarding

cardio, strength and endurance conditioning techniques, safety and modalities (CSLO1-3)
 KNACT 057A/B/C....Include, along with regular yoga practice, a pre/mid/post assessment to help students determine their progress and adjust their yoga practice accordingly in order to meet students personal goals identified at the beginning of the course (CSLO 1-4)
 KNDAN 053....Require video/internet performance assessment of various types of dance (CSLO 1-5) Provide and require student performance of dance in class and community settings (CSLO5)
 KINES 105.....Require students to demonstrate in small groups/class victim assessment, bandaging, AED use (CSLO 1-3), offer students an option to obtain a CPR/!st Aid/AED Certificate through online testing company (CSLO 1-3)

LMC Library Science

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Library & Learning Resources

This section has no content

LMC Mathematics - MATH

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Mathematics Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Math 220		Fall 2021	Perrone, Wolf, Gonzalinajec
Math 29		Fall 2021	Ramos, Guerrero- Gonzalez
Math 27		Spring 2022	Ramos, Guerrero- Gonzalez
Math 30		Fall 2021	Ramos, Guerrero- Gonzalez
Math 160		Fall 2021	Hubbard, Crawford
Math 240		Fall 2021	Hubbard, Crawford

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Upon reviewing our CSLO assessments, we identified that many of our students need to improve on communication and problem solving. Faculty should emphasize interpretation of concepts/graphs/equations in context, including using correct mathematical terminology and notation. We also recommend a more aggressive use of technology, including utilizing Canvas' different features and using graphing technology, in our math classes to highlight modeling and interpretation. In order to accomplish this goal, we need to continue offering professional development opportunities to our math faculty (ex: teaching communities, ordered-pairs) to improve pedagogy and to improve our curriculum by regularly auditing and editing our course packets. We also need to explore available technology to use in our math classes as

many of our courses rely in technology as a way to solve, model or visualize a problem.

Math 26

Improvement Plan:

- For **CSLO#1**, the proficiency result went down from 17% to 9%. We propose to audit/edit assessment instruments such as lab assignments and other formative assessments, exams and other summative assessments to include more guided questions that will allow students to explain ideas, concepts and solutions in sentence form. Another alternative is to fund a cohort to develop a Geometry packet/module that correlates directly with LMC's course level outcomes. Also, we propose to continue funding ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices in Math 26.

- For **CSLO#5**, the proficiency result of the latest assessment went up from 16% to 22%. However, this may not be statistically significant progress. As such, we propose to audit/edit assessment instruments such as lab assignments and other formative assessments, exams and other summative assessments to include more guided questions that will allow students to explore application of concepts (e.g. logical arguments, spatial relationships, proofs etc.). We also propose to develop project-based assignments that will highlight this outcome. Another alternative is to fund a cohort to develop a Geometry packet/module that correlates directly with LMC's course level outcomes. Also, we propose to continue funding ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices in Math 26. Finally, MPT/Math Department explore the curriculum changes to adjust/include topics that complement STEM pipeline and Associate's Degree requirement.

Math 110S

Improvement Plan:

- For **CSLO#4**, the combined proficiency rate is 45% (6% HP + 39%P). We propose to adjust either pedagogy or type assessment to focus more on practical approaches/demonstrations using technology such as Statcrunch / online calculators to emphasize concepts in normal distributions and other related lessons. This can be done through audit/edit of lab assignments and other formative assessments. Furthermore, we propose that MPT committee regularly audit/edit the Math 110/110S packet to reflect adjustments to

pedagogy/ approaches to CSLO#4. Also, we propose to continue funding teaching communities, ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices.

- For **CSLO#5**, the combined proficiency rate is 45% (6% HP + 39%P). We propose to adjust either pedagogy or type assessment to focus more on practical approaches/demonstrations using technology such as Statcrunch / online calculators to emphasize concepts in normal distributions and other related lessons. This can be done through audit/edit of lab assignments and other formative assessments. Discussion boards, Unit projects, and other similar formats will be beneficial in improving students' ability to further explain and correct concepts (through high-quality feedback etc.). Furthermore, we propose that MPT committee regularly audit/edit the Math 110/110S packet to reflect adjustments to pedagogy/ approaches to CSLO#5. Also, we propose to continue funding teaching communities, ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices.

Math 25

Improvement Plan:

For Math 25, we suggest to audit/edit packet in order to align with COOR. As such, we suggest to focus on the improvement of assessment instruments such as skills practice, problem solving process, scaffolding, manner of questioning, technology use etc. Some more suggestions include: (1) retaining best practices, (2)improving multiple representations, (3) balancing skills and explanation (instead of one or the other), (4) restating interpretation prompts to encourage students to produce the desired response. For Example, restating the prompt to include the context of the problem instead of a dry "find and Interpret" prompt, we believe, would help entice a better response. We also suggest the department/ MPT be funded to develop a better mentoring system to new faculty.

Math 12

Improvement Plan:

- For **CSLO#1 (Communication)**, proficiency rate is 25%. We propose to adjust either pedagogy or type assessment to focus more on a more "constructivist approach". The manner of questioning is important to highlight a more explanative nature of responses. Math 12 is heavy on skills but future assessment results may experience gain if simple skills-based questions are reworded into a more process -oriented approach. Questions that involve problem solving can include questions that are more open-ended such as, "What do you think is the most common source of error for this particular question? Explain why students would commit this mistake?". These types of

questions explore misconceptions and may lead to a less mechanical memorization of steps but more of a deeper understanding of the material.

- For **CSLO#2 (Problem-Solving)**, the proficiency rate is 25%. We propose to adjust either pedagogy or type assessment to focus more on practical approaches/demonstrations using more approaches using Polya's method. This can be done through audit/edit of lab assignments and other formative assessments. The class can focus on the importance of problem-solving process and how it helps sort out misconceptions. Furthermore, we propose that MPT committee regularly audit/edit the Math 12 packet to reflect adjustments to pedagogy/ approaches to CSLO#2. Also, we propose to continue funding teaching communities, ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices.

Math 110

Improvement Plan:

CSLO #4: Modeling and Inference: the combined proficiency rate is 32% (15% HP + 17%P).

We propose to adjust either pedagogy or type assessment to focus more on interpretation of concepts/ graphs/ equation constants in the context of the problem. This can be done through audit/edit of lab assignments and other formative assessments. We also propose a more aggressive use of technology such as Statcrunch / alternatives to highlight modeling and interpretation. Furthermore, we propose that MPT committee regularly audit/edit the Math 110/110S packet to reflect adjustments to pedagogy/ approaches to CSLO#4.

CSLO #5: Probability as it Relates to Statistical Inference: we notice that while the combined proficiency rate is 51%, only 8% performed above the minimum requirements. As such we suggest we propose changes in pedagogy/ assessment (like lab assignments, quiz, canvas homework etc.) to reflect more questions involving interpretation or reflection of inferential statistics concepts such as p-value, confidence interval meaning, etc. Furthermore, we propose that MPT committee regularly audit/edit the Math 110/110S packet to reflect adjustments to pedagogy/ approaches to CSLO#5.

Also, we propose to continue funding teaching communities, ordered-pairs, and workshops developed by the department and MPT committee to train instructors on best practices.

Math 210

CSLO #1: Students will be able to articulate generalized concepts of

differential and introductory integral calculus, justify claims by citing course concepts, and evaluate both their own mathematical conclusions and those of classmates.

-Faculty will incorporate group and lab assignments which will focus on articulating concepts of differential calculus with context. Throughout the term faculty will incorporate group and lab assignments which help develop the communication of their conclusions, as well as identify relevant information and provide justification for steps used to solve the problem. For this, we would like to create and maintaining Math 210 Teaching Community meetings for faculty to create and share curriculum that allows for increased practice in communication.

CSLO #2: Students will be able to construct arguments using the theory of limits, continuity, infinity and infinitesimal measures and use these arguments to apply the concept of the derivative as a rate of change and the definite integral as an accumulated area.

-In the next assessment cycle faculty will update assessment tool to include theory on limits and continuity. As was the case with CSLO #1 faculty will work to develop communication skills by incorporating into lab assignments problems which prompt students to apply the concept of the derivative as a rate of change. In future assessment tools students should be provided with a way to interpret their results without a calculator, to accurately assess student understanding of definite integral as an accumulated area. Faculty have also begun to make great strides in our Online Canvas Platforms that allow for multiple interaction modalities that include discussions, asynchronous meetings, etc.

CSLO #3: Given functions in different representations, students will be able to select and apply appropriate strategies to find the derivative or anti-derivative and use technology and knowledge of graphs to verify that the derivative or anti-derivative found is an appropriate solution.

-Faculty teaching this course will incorporate DESMOS, Mathematica or Geogebra lab assignment to develop a graphical approach to verify anti-derivative and derivative solutions. For this, we would like to create and maintaining Math 210 Teaching Community meetings for faculty to inform themselves of innovative graphing utilities.

CSLO #4: Students will be able to apply differential calculus and introductory integration concepts to create and justify appropriate models of realistic (including scientific) scenarios, and determine the appropriateness and correctness of the results.

-Faculty will incorporate, as part of class examples, problems interpreting integral bounds in the context of the model. Labs and subsequent homework will also spend more time modeling and gauging the appropriateness of the

selected models. Faculty suggest using group projects and student lead class presentations to develop calculus vocabulary.

LMC Music - MUSIC

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Music Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Music 003	No justification provided	Spring 2020	Henderson, S
Music 082	Has been canceled repeatedly		Zilber, M
Music 13A	No justification provided		Chuah, K

Music 13B	No justification provided		Chuah, K
Music 14A	No justification provided		Chuah, K
Music 14B	No justification provided		Chuah, K
Music 31	No justification provided		Henderson, S
Music 37	No justification provided		Henderson, S
Music 68	No justification provided		Henderson, S
Music 16	No justification provided		Chuah, K
Music 17	No justification provided		Chuah, K
Music 18	No justification provided		Chuah, K
Music 19	No justification provided		Chuah, K
Music 34	No justification provided		Henderson, S
Music 98	No justification provided		
Music 60	No justification provided		Henderson, S
Music 66	No justification provided		Henderson, S
Music 70	No justification provided		
Music 71	No justification provided		
Music 72	No justification provided		
Music 73	No justification provided		
Music 74	No justification provided		Zilber, M

Music 77	No justification provided		Henderson, S
Music 94	No justification provided		
Music 250	No justification provided		

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

No major changes.

LMC Philosophy - PHIL

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Philosophy

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course
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			Assessment
Phil 151	This course is offered once a year in the spring. As part of cohort four, it was due for assessment in Spring 2021. However, do to low enrollment the course was cancelled, removing the opportunity to complete an assessment.	Spring 2022 when the course is next offered	Edward Haven

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The philosophy department has used the CSLO assessments as the cornerstone of pedagogical discussion in the department. With every set of reviews the department seeks to better our practices and refresh our passion for teaching. We have held discussions on how we talk about bias and social interact within critical thinking. From our assessment of Phil 110, we worked with the English Department to hold flex activities around critical thinking, which helped us delineate the difference between Phil 110 and English 221. We discussed representation with our course when reviewing the ethics course, which called for a globally diverse perspective on ethical theories. We shared activities for our introduction course. We discussed common writing practices for philosophy papers. The list goes on.

The review inspired administrative changes as well. For Philosophy 133, we pulled apart many of the objectives, to create new measurable CSLOs. It also funded the changing of the CSLOs and outline to better decolonize the pedagogy of politics in the course, which was absent in the course CSLOs. We delineated, Philosophy 120 from 122 as they are both critical ethics course. We discussed and ultimately deactivated World Religions in favor of Philosophy of Religion in order to offer a course which better aligned with our PSLOs. Philosophy 110 and 210 are in the process of COOR revision, which will change there CSLOs both form feedback in the reviews and to align better with changing state requirements.

LMC Physical Sciences - Astronomy - ASTRO

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Astronomy

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
n/a--CSLOs assessed			

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The seven CSLOs for ASTRO were assessed in Sp21.

		High	%	Medium	%	Low	%		
CSLO 1	Read critically	27	57%	11	23%	9	19%	In-class reading questions	

CSLO 2	Write effectively	14	30%	27	57%	6	13%	Essay part of oral report	
CSLO 3	Speak effectively	7	30%	10	43%	6	26%	Oral report, which many people refused to do	
CSLO 4	Interdisciplinary connections	24	71%	4	12%	6	17%	Article HW 3 "Interdisciplinary Stars"	
CSLO 5	Think critically	11	25%	18	42%	14	32%	Observing Assign. 2 "Star watch"	
CSLO 6	Ethical implications	31	84%	3	8%	3	8%	Article HW 2 "Ethical Research"	
CSLO 7	Multicultural perspectives	32	64%	8	16%	10	20%	Article HW 1 "Multicultural Constellation"	

I took feedback from students about the assessments' instructions and questions and improved the assessments. I created PowerPoints to explain the observing assignments since I am not able to demonstrate them in the planetarium. I also created PowerPoints to explain Venn diagram questions and analogy questions in order to increase

student understanding of those kinds of critical thinking questions. I put together a number of YouTube videos of Neil deGrasse Tyson in conversation (with various people) in order to ask critical thinking questions about his opinions on various issues.

I improved the Article HWs that assess interdisciplinary connections, ethical implications, or multicultural perspectives. If I think of a much better way to assess those CSLOs, then I will redo those Article HWs.

In Sp21, I started to teach and assess critical reading by having five reading questions as part of the in-class questions every week. The reading questions consist of reading two or three paragraphs that students read and then answer questions about them. Doing this reading work every week gives students a lot more practice and improvement with critical reading. A few years ago, I did a training with Sandra Mills about how to teach and assess critical reading; so, I put what she told me into operation.

I improved my teaching and assessing of critical thinking with more Venn diagrams, hypothetical scenario questions, concept tables, and analogy questions. I noticed that GE SLO 3, "Think critically and creatively," is really two CSLOs: (1) think critically and (2) think creatively. I plan to add an eighth CSLO to cover "think creatively."

In order to improve student understanding, I added many group response questions to my PowerPoints. Years ago, I would ask simple, one-sentence questions in order to check on student understanding; but, now the the group response questions are elaborate, typed questions that are just like the unit test questions. I then explain the reasoning that is involved in answering the questions. Also, I added slides to my PowerPoints at the halfway point of the week so that when we start the PowerPoint for the second class session of a week, I can give a detailed review of what we did in the

first class session of the week. Years before, I would mention the previous class session's material briefly; but, now I do a lengthy, in-depth review. I spend hours and hours each week working on and trying to perfect my PowerPoints, which I think helps students to understand the material.

In the Sp22 semester, I plan to create Hypercard card stacks that students will work through in place of listening to a PowerPoint lecture. The teaching tool Hypercard is now defunct, but I can still create card stacks using PowerPoint that will work the same way. This in-class activity will make ASTRO more interactive among students in small groups and decrease the time the students spend listening passively to a lecture. This activity will also involve learning how to create breakout rooms in Zoom.

With ASTRO 11, there are only three CSLOs, which are: read critically, write effectively, and think critically. Any lab that an ASTRO 11 student does will automatically teach and assess those three CSLOs. Here are the ASTRO 11 assessment results so far this Fa21 semester.

	High	%	Medium	%	Low	%			
CSLO 3	18	56%	8	25%	6	19%	Think critically	Lab 1	
CSLO 1	26	87%	2	7%	2	7%	Read critically	Lab 2	
CSLO 2	23	88%	2	8%	1	4%	Write effectively	Lab 5	

I do not know what plans Felix Wasiak has when it comes to revising and improving the ASTRO 11 labs. I know from evaluating Felix that he works very hard at making his classes as good as they can be. I need to email him about what he wants to do with regard to improving the ASTRO 11 teaching and assessment. His enrollments are so good that he insists that we continue to have two sections of ASTRO 11 rather than the traditional one section.

LMC Physical Sciences - Chemistry - CHEM

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Chemistry

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

***NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).**

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All courses have been assessed.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Intro Chem

More targeted outreach and intrusive support is being implemented in the introductory courses to focus our efforts and more attention to struggling students early on. We also want to better help students succeed early on by taking advantage of extra time in lab for quick review as opposed to experiment post-lab questions.

Gen. Chem

The CSLOs for both Chem25 & 26 have been/ are being rewritten. The CSLOs were re-improved to better reflect our desired outcomes for students. For example, both courses rely heavily on interpreting experimental data often graphically. The CSLOs are now more explicit. Furthermore, changes are being made to instruction to better help students such as a new lab written for the ZTC lab manual. We also plan to model and practice integrating multiple concepts more with students.

O. Chem

Students struggle with the amount of material that must be mastered in the shortened semester. More efforts are being implemented to engage students beyond homework such as phone apps/ quiz games to memorize reactions and Canvas discussions to practice multistep synthesis.

LMC Physical Sciences - Engineering, Physics, Physical Sciences - ENGIN/PHYS/PHY

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Engineering/Physics/Physical Science

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Phys-37		Fall 2021	Trevor Gonzalinajec
Phys-42		Fall 2021	Bob Moore
Physc-5		Fall 2021	Dennis Gravert

All Engineering courses have been assessed in Cycle Two. *ENGIN-045* was assessed in eLumen on 09/15/2021.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Phys-15 CSLO4: Our assessment notes the need for new and better lab equipment. All of our courses will benefit from having more equipment (students will learn better in smaller lab groups). The number of lab groups is limited at present by the amount of working lab equipment.

Phys-40 CSLO4: Our assessment recommended consideration of adding a 1-unit support course for Phys-40.

Engin-025 CSLO2: Course assessment suggests the need for SolidWorks availability to all students during the first two weeks of the semester already, when it is crucial for all students to work on practice labs and master fundamental graphic skills. Assessment shows most students impacted by the lack of available equipment early on in the semester were below proficiency.

Engin-030 CSLO4: Assessment underlines the importance of conducting Materials Science experiments for all students, either individually or in smaller groups, in order to increase proficiency. Existing lab equipment is limited and does not allow for running materials science labs in smaller student groups.

Engin-045 CSLO2: Assessment underlines the importance of conducting electrical circuit experiments for all students, either individually or in smaller groups, in order to increase proficiency. Existing lab equipment, specifically breadboards, are limited and do not allow for running labs in smaller student groups or individually.

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Law Enforcmt Acad-Offsite - ADJUS:

Date: 03-22-2022

- Instructional Units Program Review Year Five Update - Law Enforcement Academy

Sorted by: Program

LMC Nursing - Registered Nursing - RNURS:

- Instructional Units Program Review Year Five Update - Registered Nursing Department

LMC Nursing - Vocational Nursing - VONUR:

- Instructional Units Program Review Year Five Update - Vocational Nursing Department

LMC Vocational Tech - Automotive Technology - AUTO:

- Instructional Units Program Review Year Five Update - Automotive Technology Department

LMC Vocational Tech - Welding Technology - WELD:

- Instructional Units Program Review Year Five Update - Welding Technology Department

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Law Enforcmt Acad-Offsite - ADJUS

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Law Enforcement Academy

This section has no content

LMC Nursing - Registered Nursing - RNURS

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Registered Nursing Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

N/A

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Assessments for RNUR34 and 36 do appear that there will be plans for improvement. Adding further content for proper assessment within theory rather than in clinical practicum.

LMC Nursing - Vocational Nursing - VONUR

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Vocational Nursing Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

VoNur 04, VoNur 5, VoNur 07 and VoNur 06 were assessed in this cycle.

The LVN curriculum was updated and revised and approved in 2020. With the revision, courses were updated and aligned which will improve student success on the NCLEX PN exam and when they become employed in the nursing profession. Some CSLOs were rewritten to clarify and focus on the most important objectives.

VoNur 07 is a short term course taught to a new cohort of students just prior to the beginning of the semester. Admission to nursing school can be competitive for the limited openings available to students. VoNur 07 introduces students to the rigors and expectations of the LVN program and associated coursework. The course enrolls the 32 students that have been admitted to the program, as well as 2 student alternates in case a opening becomes

available. All but two of the 32 students admitted to the program and enrolled in VoNur 07 successfully completed the course. The two students that did not pass were unable to continue, but the two alternates filled the empty openings giving us a full cohort of students. The Vocational Nursing Program requires that student achieve a 75% in each course in order to continue on to the next semester. The above mentioned assessments verify that students are succeeding in the program as all student passed VoNur 04, 05 and 06.

LMC Vocational Tech - Automotive Technology - AUTO

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Automotive Technology Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Auto-055	Clean air car course. This course was planned for a rewrite as a new course to conform with new state emission	Spring 2022	Phil Torres

	mandates. Unexpected delays due to pandemic conditions allowed the course to run past the retirement date.		
Auto-112	Engine Technology. This course changed Instructors several times. The assessment assignment was not clearly transitioned during the 2018-2021 period.	Spring 2022	Phil Torres
Auto-131	Introduction to Diesel. This course was run sporadically and missed its assessment date. It is expected this course will not run again until Fall 2023	Fall 2023	Stan Gozzi
Auto-111	Automotive Electrical Systems. This course was missed during the cycle, no clear reason is available. This course will be assessed in the spring 2022 semester	Spring 2022	Jason Dearman
Auto-140	Automotive Diagnosis 1. This course was missed during the cycle, no clear reason is available. This course will be assessed in the spring 2022 semester	Spring 2022	Phil Torres
Auto-047	auto Heating and Air Conditioning. This course was rewritten and listed under Auto 113. This course number has not been active from 2018 forward.	N/A	N/A
Auto-048	Automatic transmissions. This	N/A	N/A

	course was rewritten and listed under Auto 130. This course number has not been active from 2018 forward.		
Auto-049	Manual Transmissions. This course was rewritten and listed under Auto 133. This course number has not been active from 2018 forward.	N/A	N/A
Auto-041	Automotive engine Diagnosis 2. This course was rewritten and listed under Auto 142. This course number has not been active from 2018 forward.	N/A	N/A

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Current CSLO's were written in a program redevelopment project in 2018. They are currently in line with the program goals and NATEF standards. No faculty recommendations are expected in the five-year COOR update.

LMC Vocational Tech - Welding Technology - WELD

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Welding Technology Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Weld-100	In-progress	Sept. 2021	Dann Gesink
All other courses are up-to-date.			

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

From the assessments done in 2021, a few changes may be implemented. In our theory courses we plan to show more YouTube videos as we have found that students respond better to videos than our lectures. In addition, we plan to quiz students often to encourage them to keep up with their studies.

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Recording Arts - RA:

Date: 03-22-2022

• Instructional Units Program Review Year Five Update - Recording Arts Department

Sorted by: Program

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Recording Arts - RA

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update - Recording Arts Department

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Sound Reinforcement RA-012	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner

Recording Arts III RA-030	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner
Recording Arts IV RA-040	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

RA-010 SP'21

Purpose: to assess impact of moving class from in person to online

Method: track the rate of successful completions

Result: 11 of the 15 students on final roster achieved a grade of C or better.

Conclusion: Transition to online slightly increased the success rate percentage compared to the previous average semester.

Though this is encouraging, it must be balanced with the negative impact of eliminating any "hands on" instruction.

This suggests the course may be successfully taught as a Hybrid.

RA-015 SP'21

Purpose: to assess impact of moving class from in person to online

Method: track the rate of successful completions

Result: 3 of the 5 students on the final roster achieved a grade of A

Conclusion: Though the sample is small, it indicates that some students do better in this course when it is taught online, compared to the percentage achieving A's in the average semester.

This suggests that RA-015 is a good candidate for being taught online.

RA-021 SP'21

Purpose: To assess the impact of moving class from in person to online

Method: Track the rate of successful completions

Result: 12 of the 15 students on the final roster successfully completed the class with a grade of C or better, of which 8 achieved a grade of A.

Conclusion: Overall success rate was higher than average for this class compared to semesters when it is taught in person, and the percentage of A's was noticeably boosted.

This suggests RA-015 is a good candidate for online instruction.

Other Data: A study was done comparing end of semester enrollment figures from Fall '20 to Spring '21 in these same 3 classes, RA-010, 015 and 021.

Aggregate Fall '20 end of semester enrollment = 52

Aggregate Spring '21 end of semester enrollment = 34

This represented an overall 35% decrease, approximating the average for the college in general during that sample period. The obvious conclusion is that the main factors were the onset of the pandemic and the resultant transition to online instruction.

Instructional Units PR Y5 2021-2022 Assessment Section Report

LMC Center for Academic Support:

Date: 03-22-2022

• Instructional Units Program Review Year Five Update- LMC Center for Academic Support

Sorted by: Program

SI Section Templates: 3. Assessment Status Update and CSLO Assessment Effectiveness

LMC Center for Academic Support

3. Assessment Status Update and CSLO Assessment Effectiveness

Instructional Units Program Review Year Five Update-LMC Center for Academic Support

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

****NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).***

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Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Tutoring Services (no course name/number)	We started an assessment plan with Nancy Ybarra in Fall	Fall 2022-Spring2023	Sandra Mills and members of the Tutoring Support

	2019 and planned to complete it in Spring 2020. However, due to the pandemic, the assessment was not finished.		Team (TST)

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

We have not completed any CSLO assessments this year.