

# **LMC Program Review Year 3 Update 2019-2020**

## **Instructional Unit**

### **Theme Report: Assessment**

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# LMC Program Review Year 3 Update 2019-2020

## Academic & Career Success

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

**ACS-010 is current in CSLO assessment. Course was last assessed February 2018.**

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ACS-100	Course was not assigned an assessment cycle	Spring 2020	Anthony D'Albora

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

**No CSLO assessments performed this year.**

# LMC Program Review Year 3 Update 2019-2020

## ANTHROPOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- c. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	N/A		
COURSE 002			

- d. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## APPLIANCE SERVICE TECHNOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- e. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ACREF-045		Assessed SU18	
APPLI-023		Assessed FA17	
APPLI-035	No Longer Offered		
APPLI-036	No Longer Offered		
APPLI-046		Assessed FA17	
APPLI-013		Assessed FA19	
APPLI-020	No Longer Offered		

- f. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## ASTRONOMY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

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

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## AUTOMOTIVE TECHNOLOGY

### 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>Degrees ( AA, AS, ADT)</b>	As per VSF goal One, Increase the number of students who complete and receive an AS in automotive technology	Provide the counseling department a time to visit and work with students in the classroom during the semester to provide AS pathways.	Fall 2020	Jason Dearman	
<b>Certificates of Achievement</b>	As per VSF goal one, our goal will be to increase our number of students receiving their certificates.	The majority of students’ complete courses required for certification. Our first step will be to create visual reminders within the automotive area reminding students to apply for their certificates.	Fall of 2020	Jason Dearman	
<b>CTE Jobs</b>	As per Goal VSF four, Connect students more directly with employers in	Create a more direct method for employers and students to connect. (social media, students seeking employment	Fall of 2020	Phil Torres	

	the automotive industry.	list approved to share with our employers)			
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2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>African American</b>	Achieve a measurable increase in African American student success	Seek out training of flex activities for staff to help identify resources and instructional techniques to support this student population.	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	
<b>Low Income</b>	Reduce overall cost of student textbooks.	Meet with CDX automotive. For potential switch to one time cost for digital text (\$190-\$225) vs. traditional textbooks at a cost of \$1800-\$2000 over the two year program.	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	

# LMC Program Review Year 3 Update 2019-2020

## BIOLOGICAL SCIENCES

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- g. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

- h. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Biosc-05

As a result of the assessment, two CSLOs were rewritten for clarity. A couple of major assignments changed, along with some of the assessments for those assignments.

Biosc-07

In Bio7, as a result of the assessment process, we reduced the CSLOs from 4 to 3 and simplified the wording of the 3 to reflect the conceptual themes and foundational skills of the course (matter and energy flow, changing ecosystems, and process of science). As a result of the assessment results, we made curricular shifts in a few of the labs with an increased focus on utilizing evidence to support claims, specifically practicing the process of using class-wide data to support findings in lab.

Biosc-10

As a result of the assessment, there were no changes to the CSLOs. A few assignments used for CSLO assessment were modestly changed.

Biosc-40

The CSLO assessment process has shown that we are doing well with our students' performance in meeting the CSLOs. There were no changes made to them. We will work to improve identifying students early in the semester who find the volume challenging and offer additional resources and support. We will also incorporate into the curriculum even more visually enhanced, instructional

resources and study tools in both lecture and lab; include more histological drawings/assignments and cadaveric on-line activities; and expand our use of critical thinking and problem based learning through case studies.

#### Nutri-055

As a result of the assessment, there were no changes made to the CSLOs. To improve student success, students will be asked more questions on the topics in class, include more in class assignments or group discussions on the topic(s) to cement what is being covered in lecture, reword questions on exams for better clarification, and implement additional research projects on the topic(s).

# LMC Program Review Year 3 Update 2019-2020

## BUSINESS

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- i. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Academic Year:	Course No*	Not Completed
2017-18	BUS-035B	not being offered
2017-18	BUS-051	deleted class
2017-18	BUS-055	deleted class
2017-18	BUS-080	deleted class
2018-19	BUS-086	deleted class
2017-18	BUS-089	deleted class
2017-18	BUS-090	deleted class
2018-19	BUS-181	not being offered
2019-20	BUS-058	not being offered

Academic Year:	Course No*	Pending Completion
2019-20	BUS-018	Spring 2020
2019-20	BUS-059	Beal Fall 2019
2019-20	BUS-035	Fall 2020
2019-20	BUS-187	Wilkins Spring 2020
2020-21	BUS-027	Wilkins Spring 2020

2020-21	BUS-091	Beal Spring 2020
2020-21	BUS-092	Fall 2020
2020-21	BUS-093	Spring 2020
2020-21	BUS-095	Fall 2020
2020-21	BUS-096	Fall 2020
2020-21	BUS-294	Fall 2020
2020-21	MANGT-060	Spring 2020
2020-21	MANGT-065	Spring 2020
2020-21	MANGT-075	Fall 2020

- j. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

**CSLOs were adjusted as needed once assessments were conducted and findings analyzed. Ongoing review of assessment and student success occurring in each class taught.**

# LMC Program Review Year 3 Update 2019-2020

## CENTER FOR ACADEMIC SUPPORT

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- k. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

- l. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## CHEMISTRY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- m. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
(all assessed)			

- n. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

Planned improvements: Mindy Capes will coordinate assessment among the sections of Chem 25 taught by several instructors. In the past, only a few sections were assessed.

# LMC Program Review Year 3 Update 2019-2020

## CHILD DEVELOPMENT

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- o. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
CHDEV 010	Course was assessed; report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 092	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 077	Course deactivated		
CHDEV 001	Course was assessed in summer 2018; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 035	Assessment was disrupted by Kathryn's retirement; this course is only offered once a year	Fall 2019	Kathryn Nielsen Erlinda Jones
CHDEV 020	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones Olga Rivera

- p. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Generally, assessment gives us information about our assignments and whether or not they are helping students reach the learning outcomes of the course. The assessments lead to changes, usually minor in the assignments. This can range from making the wording of an assignment more clear as well as adding or subtracting of assignments. Some of the things we noticed: we need to be clearer on how we use the "ethical" in class, so that students can see its relationship to the work they do; consider revising CSLO's that read more like single objectives, rather than learning outcomes; and consider the differences/similarities between courses that are offered online and face to face, realizing that the outcomes are the same but the paths may be different.

# LMC Program Review Year 3 Update 2019-2020

## COMPUTER SCIENCE

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- q. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COMSC 30	Only part timers teach the course.	Fall 2020	Joenil Mistal
COMSC 31	Only part timers teach the course.	Fall 2020	Joenil Mistal
COMSC 32	Only part timers teach the course.	Spring 2020	Joenil Mistal
COMSC 37	Only part timers teach the course.	Fall 2020	Sandy Jones
COMSC 44	Only part timers teach the course.	Spring 2020	Louie Giambattista
COMSC 91	Course has not been offered in a while. Instructor was out on leave last semester.	Spring 2020	James Lipscomb
COMSC 111	Course is once every two years.	Fall 2020	Karen Stanton

- r. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## Counseling

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- s. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COUNS-031</b>	New Course – first offered in Spring 2019	Fall 2019	Rudolf Rose, David Reyes
<b>COUNS-034</b>	Pending Compilation of Student Survey Results	Fall 2019	Nina Ghiselli, Haydee Lindgren, Sharlice Wright
<b>COUNS-036</b>	New Course – first offered in Fall 2019	Fall 2019	Sharlice Wright, Rudolf Rose, Marco Godinez
<b>COUNS-035</b>	New Course – will be offering in Fall 2020	Fall 2020	Nina Ghiselli

- t. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?  
The assessments and data are in the process of being compiled through all the three courses.

# LMC Program Review Year 3 Update 2019-2020

## Cooperative Work Experience Education

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- u. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

**COOP-160 is current in CSLO assessment. Course was last assessed August 2019.**

**COOP-170 CSLO's are imbedded in discipline-specific courses**

**COOP-180 CSLO's are imbedded in discipline-specific courses**

- v. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## DRAMATIC ARTS

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- w. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Drama 15	Time needed to orchestrate and complete assessment was not available	SP 2020	Nick Garcia the department chair will orchestrate the assessment
Drama 25	Course has not been offered	TBD	Nick Garcia or Faculty teaching the section

- x. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## DISABLED STUDENTS PROGRAM AND SERVICES

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- y. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>Learning Skills 50</b>	Discontinued course offering	NA	
<b>Learning Skills 81</b>	Discontinued course offering	NA	
<b>Learning Skills 82</b>	Discontinued course offering	NA	

- z. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?  
No current course sections of Learning Skills courses have been offered since 2018. New curriculum is being developed for future offerings.

# LMC Program Review Year 3 Update 2019-2020

## EMERGENCY MEDICAL SERVICES

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- aa. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
EMS-004	Not taught in the past (3) years.	N/A	N/A
EMS-011	Taught in Spring 2019 by new instructor	Spring 2020	Paul Cutino
EMS-014	Course due for assessment in Fall 2019	Fall 2019	Gretchen Medel
EMS-017	Not taught in the past (3) years	N/A	N/A

- bb. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?  
 New Instructor, becoming familiar with the curriculum process.

# LMC Program Review Year 3 Update 2019-2020

## ENGINEERING

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

cc. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>ENGIN 22</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
<b>ENGIN 30</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
<b>ENGIN 36</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
<b>ENGIN 46</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
<b>ENGIN 10</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
<b>ENGIN 20</b>	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs

dd. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

Engin 25 and Engin 38 are not offered this semester (Fall 2019), so they will be assessed the next time they are offered.

# LMC Program Review Year 3 Update 2019-2020

## ENGLISH

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

ee. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGL 205	English 205 has not been assessed because the person responsible for assessing it has had to put it off until the spring 2020 semester. She has been notified and reminded that the assessment is past due.	Spring 2020	Joellen Hiltbrand
ENGL 230	English 230 is in the process of being assessed. The English department is waiting to hear from Morgan Lynn who is in charge of assessing the course about when the assessment will be completed, and she has been notified of the due date.  Statement from Morgan Lynn:  “We started the English 230 Assessment in Spring 2019, with a spring flex to design the assessment, and then we were to implement the	Spring 2020	Morgan Lynn

	<p>assessment that same semester. However, when the 230 assessment group met again in our Fall 2019 flex, we realized that we didn't get the assessments we needed from across all our sections, and some of what we did get didn't measure all the CSLOs. So, in our Fall flex, we examined the COOR again, and re-designed the assessment, which is being implemented this Fall 2019. We will meet again during the Spring 2020 flex to review the assessment data, and we should have the report done by February of 2020.</p> <p>In both 230 assessment flex workshops, we also revisited the COOR, shared teaching strategies, compared curriculum and assessments, and discussed opportunities and challenges. In our Fall Flex we also looked at our achievement data for English 230, which is quite high. We currently have a success rate for that course in the 80% range, with almost no achievement gap.”</p>		
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- ff. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

English 221 Assessment Results from Stacey Miller:

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.

Stacey Miller will be leading the effort to revise the English 221 COOR, and the chair will work with Stacey on next steps for improvement of student success.

# LMC Program Review Year 3 Update 2019-2020

## ENGLISH AS A SECOND LANGUAGE

### 3. Assessment Update and Effectiveness

gg. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COURSE ESLN-065PC 8813</b>	Assessed		
<b>COURSE ESLN-075PC 1642</b>	Assessed		
<b>COURSE ESL-085SL 8014</b>	Assessed		
<b>COURSE ESL-034 1637</b>	Assessed		

hh. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## ELECTRICAL/INSTRUMENT TECHNOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ETEC-004	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Patrick Martucci
ETEC-009	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Patrick Martucci
ETEC-010	Completed	5/17/2019	Sam Navarro
ETEC-012	Completed	5/17/2019	Sam Navarro
ETEC-020	Completed	5/17/2019	Eric Ottosen
ETEC-022	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Russell Pedersen
ETEC-024	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Russell Pedersen
ETEC-030	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Russell Pedersen
ETEC-032	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Eric Ottosen
ETEC-034	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Eric Ottosen

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## AAT Studio Arts, AA Fine Arts, CA 3D Design

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- c. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Art 17	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Alexander
Art 20	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 21	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 30	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 47	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Talley, Sanchez
Art 72	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 73	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 75	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 250	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Talley, Corlew

- d. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

We are working on having consistent ways of working with Canvas in our department to help student success, such as implementing a downloaded Cornell notes template across sections.

# LMC Program Review Year 3 Update 2019-2020

## FIRE TECHNOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- e. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COURSE 001</b>	Fire 105 was assessed in Fall 2017	Fall 2020	J. Robinson
<b>COURSE 002</b>	Fire 102 was Assessed in Fall 2017	Fall 2020	M. Grillo

- f. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## GRAPHIC COMMUNICATIONS

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- g. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
All assessed			

# LMC Program Review Year 3 Update 2019-2020

## Humanities

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- h. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

ALL courses have been assessed.

- i. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Adjustments have been made to balance between written and oral exams, providing opportunities for students to better succeed in one, the other, or preferably, both.

# LMC Program Review Year 3 Update 2019-2020

## KINESIOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- j. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>KNACT 002</b> <b>KNACT 020</b>	Courses were not taught		
<b>KNACT 008A/B</b> <b>KNACT 0046A/B</b> <b>KIN105</b>		SP20 SP20 SP20	R. Villegas Villegas/Domenichelli D. Domenichelli

- k. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## LAW ENFORCEMENT ACADEMY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- l. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ADJUS 005			

- m. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## Library

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- n. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

- o. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Assessment of learning outcomes related to library resources and information literacy is done primarily in conjunction with other disciplines and can be course specific, topic specific, or outcome specific. Examples of different assessments completed in the last couple years include:

Kinesiology – All KINES 100 sections include library instruction and follow up assignment. The lesson content, delivery, and assignment have been reviewed and evaluated at least yearly, more often if needed. Recent developments in this assessment project include moving it completely online to coincide with the online status of the course.

Communication Studies – library and information literacy instruction is delivered in all SPCH 110 sections with most sections also incorporating a library assignment. In fall 2017 an assessment project was completed which resulted in changes to the library assignment.

English Composition – the English Department is assessing English 100 during Spring 2020. The Library has provided an accompanying research guide and will collaborate with the English Department faculty to assess learning outcomes related to research and information literacy.

Child Development – Library presentations are standard in the CHDEV 001 in person courses. In Spring 2019 student reflection essays addressing the library presentation were collected and reviewed by the librarian.

Library Website Redesign – Working with our student workers, librarians reviewed all resource and services access points on our homepage. Wording, placement, usability, and design were examined and feedback was incorporated into the new design.

# LMC Program Review Year 3 Update 2019-2020

## LICENSED VOCATIONAL NURSING

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- p. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COURSE 001</b>	All Courses have been assessed as scheduled, however we are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed again and updated again as needed as they pass the approval process.		Hawkes Moore Turrigiano
<b>COURSE 002</b>			

- q. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

a. We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. This process is very detailed and specific per the BVNPT. Through the process we have looked at each course in the program and made adjustments to make sure all the curriculum/course content across program courses are aligned. This supports student learning because concepts are covered and built upon in the pharmacology, theory, lab and clinical coursework. This approval process is not complete, we are continuing to work on the curriculum and approval process.

# LMC Program Review Year 3 Update 2019-2020

## MANAGEMENT AND SUPERVISION

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- r. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

Academic Year:	Course No*	Person
2017-18	MANGT-060	move to 2019-2020
2018-19	MANGT-050	DONE Tawny Spring 2019
2018-19	MANGT-070	DONE Nicole- Fall 2019
2020-21	MANGT-075	Beal, or whoever is teaching
2020-21	MANGT-065	Staff teaching
2020-21	MANGT-060	Beal

- s. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## Mathematics

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- t. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

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

- u. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

**Math 110:** There were five CSLOs which were assessed. CSLO #1: Statistical Literacy Based on statistical reasoning and supported by critical thinking, students should be able to read and critique simple statistics-based studies in order to make an informed judgment on the reliability of the statistical presentation or argument. Showed 81% of students assessed met proficiency.

In CSLO #2: Data Production Students should be able to apply the basic principles of study design to develop and analyze the validity of simple experiments and sampling plans related to a given situation and goal. This CSLO was assessed via a common final exam question and through a class project. From the assessment we learned students are extremely capable of developing survey questions are occasionally able to control and very often able to at least recognize the effects they cannot control because the statistics project is somewhat artificial. Yet, there is a there is a need for students to develop a habit referencing the influence of confounding factors on their conclusions. This can be achieved by faculty modeling this during worked out examples in class and to embed into appropriate lab assignments questions which require students to make this type of analysis. When CSLO was assessed via common final exam question, 96.2% of students assessed met proficiency. CSLO 2 was also assessed by the use of a class project, for this assessment tool 85.5% of students assessed at or above proficient.

CSLO #3: Data Exploration and Representation Students will be able to examine raw data using graphical, tabular, and analytical exploratory tools in order to investigate and describe patterns in data with the goal of describing shape, center, and spread within a quantitative data set, making comparisons among data sets, and looking for relationships between data sets. This CSLO was also

assessed using common final exam questions and using the class project. Using the common final exam questions, 93% of students assessed were proficient. This CSLO was also assessed using a class project, in which 74.5% of students assessed were proficient. One plan to improve proficiency rates is to embed into lab assignments questions which prompt students to analyze data and create graphical representations which students then use to determine if the data supports a given hypothesis.

CSLO #4: Modeling and Inference Students will analyze data to identify an appropriate statistical model, use technology to perform statistical tests or find confidence intervals, explain the concepts underlying inference, and interpret results in a context. Students will also use correlation coefficients and scatterplots to determine if a linear regression model is appropriate, then find, use, and interpret linear regression models when appropriate. This CSLO had the lowest proportion of students who assessed as proficient, 32%. There are plans to make changes to the assessment tool, From the exam there were several suggestions:

1. Put the “P-value explanation problem” connected to the one sample question. Split the P-value question off. Make the 2-sample question come later.

The wording on Problem 1 IV should state the “conclusion to the Hypothesis test” instead of just asking for a conclusion of any sort.

The wording on problem 2 II should ask to “identify the value of the correlation coefficient” and describe the strength of the relationship”

Have students practice more about interpreting the slope, or at least more recently. Work on regression in general. Or decide to cut the regression modeling out of the course all together. Make the regression problem simpler. Don’t have the unit on the regression problem be a %. And finally, don’t trick the students by having the table variables reversed from their more typical relationship.

Problem 3. To combat P-value confusion, have students practice descriptions like “What does 95% mean in terms of probability or relative frequency?”

CSLO #5: Probability as it Relates to Statistical Inference Students will be able to explain in layman’s terms how variability and probability are connected to statistical inference, as well as be able to interpret and apply basic laws and concepts of probability to sampling distributions. This CSLO was assessed using a common final exam and from the class project. 50% of students assessed as proficient via the common final exam questions and 60.5% assessed at or above proficient via the final project. The improvement plan or new strategies to try to improve student learning is to include as part of Math 110 Flex activity methods for how instructors can discuss test statistics, simulations and the roll of z-scores. Further, as part of flex develop course examples which simple, easy to follow and avoid nuance.

**Math 155:** Course was assessed in Spring 2019. CSLO #1: Pre-calculus literacy, CSLO #2 Functions and Their representations, CSLO #3: Functions and Modeling, CSLO #4: Effective Learning and CSLO #5 Technology.

In this assessment cycle 26% of students met proficiency for CSLO 1: Pre-calculus literacy. In this CSLO students were assessed based on their ability to understand written examples and explanations of pre-calculus concepts, and explain what they have read verbally and in writing using appropriate mathematical language and concepts. We learned student understanding of units is very low. This was both in the interpretation of units and the use of units in their answers. It was recommended for faculty teaching the course to use materials that emphasize proper use of units as well as the development of course concepts. Further, the assessment instrument needs to have more questions relating to the verbal explanation of a concept. The assessment team determined that the assessment criteria on the COOR should be updated, specifically to add assessment criteria in which students interpret the meaning of function values, y-intercepts, zeros, and average rates of change in context and concavity on given intervals in context.

CSLO 2 assessed Functions and their representations. Students were assessed based on their ability to solve a given problem using different representations of functions. Further, students were expected to construct, analyze, and use linear, exponential, logarithmic, rational, polynomial, and sinusoidal functions, in symbolic, numerical, and graphical form, to investigate concepts and solve problems. 40% of students assessed met proficiency for this CSLO. The assessment team learned that many students had difficulties with basic algebra. It was recommended that the Math department revisit the Math 155 COOR to reassess the amount of content listed to be learned and the number of instructional hours for the course. It is recommended that instructors devote additional instructional time to learning algebra concepts in class.

To assess CSLO 3: Functions and modeling, students had to show an ability to identify an appropriate type of function to model a situation, and to find a specific function to model the situation in order to solve problems; Students should also be able to identify the key aspects of the function (e.g. function values, zeros) that will allow them to solve the problem and to interpret the meaning of these features in context. In CSLO 3, 20% of students assessed met proficiency. Students had difficulty recognizing and working with trigonometric functions. This included when the information included data that was identified and shown to be periodic. Similarly students struggled with finding and using inverse trigonometric functions. In order to improve student success it is recommended for instructors to devote additional instructional time to learning trigonometric concepts in the class. Further, it is recommended that the Math department revisit the Math 40/Math 155 COOR to reassess the amount of content listed to be learned and the number of instructional hours for the course. As a comparison, at Diablo Valley College the same material is taught over two semesters with a total of 9 units of instruction time (Math 134 for 4 units + Math 191 for 5 units). It just may not be possible to teach a majority to students to a level of proficiency (or higher) in just 4 units of student contact.

For CSLO 4: Effective learning, students were assessed based on their ability to effectively work with peers in order to solve problems, revise their work and develop understanding of course concepts. As part of this CSLO students will also take responsibility for learning and self-assessment. This CSLO was assessed using instructor survey and Math Lab participation data. 30% of students assessed showed to be either proficient or high proficient. Only one instructor was able to complete the

survey because the Office of Instruction policies did not allow us to have the rosters of students in other sections.

The mean Pre-Calculus student completed about half of their required 36 semester hours of lab assignment time. There were many students who completed fewer than 20% of their required hours. The data from the login computer did not disaggregate the data for the 84 students. There were an additional 39 students' whose data was included. This is most likely from students who attended the lab in the earlier part of the semester but then dropped the course later on. In future assessments faculty should consider Work with the Office of Instruction and/or the Instructional Dean to allow us to use student rosters to perform the instructor surveys as designed by the Pre-Calculus course assessment committee. The assessment committee should also create a second survey that includes the math lab login data so that instructors can correlate success in learning outcomes to math lab participation. This could be done by comparing lab assignment completion and score with the students' logged math lab hours.

CSLO #5: Technology assessed students on their ability to use the computational, tabular, graphical, and regression functions of a graphing calculator, computer algebra system or the equivalent to solve problems and investigate concepts. Further, students were also assessed based on their ability understand the limitations of the use of technology. 32% of students assessed were proficient. Based on the assessment tool we learned that Students had difficulty finding the maximum of a function using technology. One instructor had difficulty giving the students one of the questions that required technology. As a remedy they had students complete the problem on an alternate day using a computer application. This points at the non-uniform interpretation of this CSLO and differences in how the use of technology is incorporated into the course. Students in sections that are not allowed general use of technology on exams are given an unfair disadvantage and will not be able to show they understand appropriate use of technology. Additionally, allowing students to utilize computer technology instead of hand-held calculators opens up questions of whether they are using unapproved aids (such as the internet). The department will investigate possibilities of the use of technology that does not require students to individually own handheld calculators while still being able to ensure the fair use of technology. This includes not allowing students to use outside resources such as the internet or peer-to-peer communication. Further, the department should work on developing Lab assignments and other supplemental curriculum to help students learn, practice and demonstrate the use of technology in solving Pre-calculus problems.

**Math 250:** There were four CSLOS which were assessed. In CSLO 1 Linear Systems, students had to demonstrate their ability to write and solve linear systems, students will complete lab work, exam problems, and final exam problems that require them to write linear systems to model realistic scenarios; and homework, lab work, unit exams, and final exam problems that require them to solve linear systems using various methods. The results on this CSLO were good, 80% of students met or exceeded the proficiency level for this criterion, a good result. In fact, more than 2/3 of the class demonstrated the highest proficiency level. This is likely because the skills/concepts inherent in CSLO #1 are fundamental to every unit of this class and are continually reinforced throughout the semester. Through this assessment we learned that this is an effective pedagogy for helping students gain proficiency in this outcome.

For CSLO 2 Linear Algebra Reasoning, students were responsible for demonstrating their ability to find and use bases, orthonormal bases, eigenvalues, and eigenvectors, students will solve problems and analyze scenarios on homework, lab work, exams, and the final exam that require them to find and use bases, orthonormal bases, eigenvalues, and eigenvectors. Students performed the best on this CSLO. In fact 91 % achieved high proficiency. One explanation is that this is the last material in the class and it is fresh in students' minds during the final exam, which was where their skills was measured.

For CSLO 3 students had to demonstrate their ability to find and explain the significance of the dimension of subspaces, students will complete lab work, exam problems, and final exam problems that require them to find dimension; and homework, lab work, unit exams, and final exam problems that require them to explain the significance. As with CSLO #1, we are pleased that 80% of assessed students met or exceeded proficiency on CSLO #3. However, it's noteworthy that fewer demonstrated high proficiency (48% vs. 68%). This is likely because the skills/content inherent in CSLO #3 are more abstract.

For CSLO 4 students were responsible for demonstrating the ability to write proofs, students will write complete lab work, exam problems, and final exam problems that require them to prove basic results in linear algebra using appropriate proof-writing techniques. The results for this CSLO were the worst, more than 1/3 of the class was below the proficiency level. This is not surprising given that the ability to write proofs is both a new skill for most Math 75 students, and one of the most difficult concepts in lower division math classes. Nevertheless, we learned that more emphasis on proof writing would benefit students.

A new strategy to improve student success is to host a Flex activity focused on proof-writing pedagogy for future Linear Algebra (Math 250) and Discrete Mathematics (Math 160) teachers, Ideally this workshop would be held during January 2020 Flex.

# LMC Program Review Year 3 Update 2019-2020

## MUSIC

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- v. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Music 13A		SP 20	Jonathan Knight
Music 13 B		SP 20	Jonathan Knight
Music 14 A		SP 20	Jonathan Knight
Music 14 B		SP 20	Jonathan Knight
Music 30		FA 19	Catherine Thompson
Music 32		FA19	Joan Cifarelli
Music 37	Inactivate?		
Music 40		FA 19	Luis Zuniga
Music 41		FA19	Luis Zuniga
Music 52		SP 20	Luis Zuniga
Music 58	Inactivate?	Not offered	
Music 68	Inactivate?	Not offered	
Music 82	Cancelled repeatedly due to low enrollment		
Music 001		FA 19	Michael Zilber
Music 003		FA 19	Michael Zilber
Music 093		FA 19	Kyle Chuah

- w. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## Philosophy

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a.** Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>Phil 210 Symbolic Logic</b>	The course did not fill and was canceled.	Fall 2019	Jennifer Saito
<b>Phil 130 History of Ancient Philosophy</b>	The course has not been offered. Without a Philosophy AA-T there was not the enrollment to justify this course.	Spring 2020	Edward Haven
<b>Phil 132 History of Modern Philosophy</b>	The course has not been offered. Without a Philosophy AA-T there was not the enrollment to justify this course.	Spring 2021	Edward Haven

- b.** Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## PHYSICS

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- x. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
PHYS 15	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 35	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 36	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 40	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder and Bob Moore

- y. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

A part-time instructor, Trevor Gonzalinajec, is teaching the only section of Phys 37. This is his first time teaching this course, so he will provide a fresh insight about improving student success. Kurt Crowder will work with Trevor to assess this course.

Phys 41 is taught by our newest full-time physics instructor, Robert (Bob) Moore. He will also have a new perspective on the teaching and learning that happens in Phys 41. Kurt Crowder will assist Bob with assessing this course.

# LMC Program Review Year 3 Update 2019-2020

## PSYCHOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- z. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

All courses were assessed.

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

- aa. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?  
Course assessments in progress.

# LMC Program Review Year 3 Update 2019-2020

## PROCESS TECHNOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

bb. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
PTEC-010	Completed	Fall 2016	William Cruz
PTEC-012	Completed	Fall 2016	William Cruz
PTEC-024	Completed	Fall 2016	William Cruz & Patrick Martucci
PTEC-009	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	James Martin
PTEC-025	Completed	25-Sep-2019	Michael Kean
PTEC-027	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	George Odongo
PTEC-035	Completed	25-Sep-2019	Michael Kean

cc. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## RECORDING ARTS

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

dd. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	n/a		
COURSE 002	n/a		

ee. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## REGISTERED NURSING

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

ff. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>RNURS 22</b>	Assessment in progress. Not assessed due to understaffing	Spring 2020	Jeremy Weed
<b>RNURS 23</b>	Assessment in progress	Spring 2020	Julie O'Brien
<b>RNURS 24</b>	Assessment in progress. Not assessed due to understaffing	Spring 2020	Maryanne Hicks
<b>RNURS 28</b>	Assessment in progress. Not assessed due to understaffing	Spring 2020	Jeremy Weed Spring 2020
<b>RNURS 38</b>	Assessment in progress. Not assessed due to understaffing	Spring 2020	Cherice Avila
<b>RNURS 39</b>	Assessment in progress. Not assessed due to understaffing	Spring 2020	Colin McDowell

gg. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## SOCIOLOGY

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

hh. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>Sociology 17</b>	Course has been assessed		Marco Godinez
<b>Sociology 12</b>	Assessment in progress		Lynne Gayton

ii. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

# LMC Program Review Year 3 Update 2019-2020

## SPEECH/COMMUNICATION

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

jj. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them. Not applicable. All courses assessed.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
N/A			
N/A			

kk. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

**On all courses:**

As a result of all of our CSLO assessments (150, 120,160) we have decided to add a SPCH 110 Advisory to each COOR. When reviewing the assessment data, it became clear that while students did not NEED to have SPCH 110 to meet proficiency, it would be beneficial to students to have taken or be concurrently taking the course. This is because public speaking/presentations are a big part of all courses, not just SPCH 110. We also have begun working with the Counseling Department to ensure that students are being given the correct information about each course. We hope to ensure that students understand what the course is about prior to enrollment.

It also became apparent that when it came to students not meeting proficiency this was often tied to students simply not completing assignments (papers or speeches). All instructors wrote about how they plan to incorporate more CANVAS notifications and/or LMC Connect resources to try and prevent students from simply choosing to not complete assignments.

Lastly, to ensure that we are asking students for mastery on reasonable concepts/theories, we have made a consistent effort to refer to the C-ID for each course when we are revising the COOR's following CSLO Assessment.

**SPCH 150:** The SPCH 150 COOR was revised. We modified the word choice of two CSLO's that we realized were not reflection of course content nor reasonable for students to master at the end of a semester long course. For example, previously, one of the CSLO's called for students to complete an "ethnographic research project." This was unreasonable given that LMC offers no research methods courses to prepare students for this type of project. We decided to replace this with a cultural exploration project that incorporates academic research and rigor which we believe will ensure more

student success with the project. We also updated the course textbook selections to be more expansive to diverse viewpoints and are trying one section as an OER (Open Educational Resource) option to see if that impacts student success. We are also offering one section in the hybrid format to see if that impacts student success.

**SPCH 120:** The SPCH 120 COOR is currently being revised and we are making changes to the CSLO's to include a more equal focus to both ARGUMENTATION and DEBATE. It became apparent the course was leaning more heavily to debate, which was doing a disservice to our student who were interested in both argumentation and debate. This means offering a way to assess students engaging in Public Discourse (argumentation and debate in the real world). Allowing students to earn their grade not just on debates but their ability to engage an audience using public discourse techniques we believe will improve student success. Lastly, making sure students have a thorough introduction to the LMC Library and Research Services was something everyone discussed as valuable for this course, as we need to ensure students are successful in researching arguments for debate preparation. We also are using a new textbook for this class that is, on its face, more student friendly which we hope fuels student success. We also are writing a hybrid option for this course during our COOR revision to see if in the future offering this in a hybrid format impacts student success.

**SPCH160: Taken from the SPCH 160 Assessment:** "This semester we had 10 students who were enrolled in SPCH 160 for units. Of the 10 students enrolled for units, only 1 of them was consistently active on the LMC Debate Team. Of the 10 students, 8 students were preparing to transfer at the end of the Spring semester and let us know that they were not interested in learning how to be competitive debaters. This was the first academic year (and second semester) where we had a majority of students enrolled in the class who were not interested in competitive debate. This changed the dynamic of the course and is impacting how we go about the review and updating of the Course Outline of Record. The original COOR for SPCH 160 had the focus on students who were interested in competitive debate, who we assume would have been on the team for a minimum of two years. The 2018-2019 academic year is the first time that we have seen a shift in the enrollment trend for the course and thus, we need to adjust our approach to the course to ensure we have less ambiguous assessment measures moving forward that best reflect the student population we have now and their goals. We want to find a way to teach the class so that both students interested in competitive debate and students are taking the class for elective units without interest in competitive debate can all thrive. Stay tuned for updates."

The SPCH 160 COOR is currently being revised. We are currently implementing a new style of debate, IPDA (International Parliamentary Debate Association) for SPCH 160 to account for the number of students who are taking the class for units v. competitive debate and five weeks into the semester this seems like it is a good decision. We have also built in more specific assignments and a required textbook for the class to ensure student success.

***Note: We plan to start including a narrative statement like the one for SPCH 160 on all future assessments.***

# LMC Program Review Year 3 Update 2019-2020

## Leadership and Community Involvement

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- II. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

LACI- 048 has only been offered twice and has not been assessed. Assessment will occur during the next anticipated term it is offered (spring 2021).

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
LACI-048	Course was not assigned an assessment cycle	Spring 2021	Instructor of Record
LACI- 045	Course has not been taught in over ten years and will be deactivated		
LACI- 049	Course has not been taught in over five years and will be deactivated		

mm. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

**No CSLO assessments performed this year.**

# LMC Program Review Year 3 Update 2019-2020

## TRAVEL MARKETING

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

nn. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them. **All course assessments are up to date.**

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

# LMC Program Review Year 3 Update 2019-2020

## Welding Technology

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

oo. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COURSE 001</b>	All courses were assessed as required	All assessments are up-to-date.	Joe Meyer/Dann Gesink
<b>COURSE 002</b>			

pp. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

From my assessments done in 2019, a few changes will be implemented. In our theory courses we plan to give more quizzes to encourage students to keep up with the course work and thus learn the material. We plan to do more group projects to allow students to work together to solve a problem. Lastly, inspire students to ask more questions or see the instructor during office hours whenever they need help.

# LMC Program Review Year 3 Update 2019-2020

## WORLD LANGUAGE

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

qq. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>Year 1 2017FA-18SP</b>			
SIGN 050	Course was assessed in Fall 2016	Fall 2019	Joan Germany
ITAL 060	Course was assessed in 2/14/2017	Fall 2019	Debra Moll
<b>YEAR 2 2018FA-19SP</b>			
SIGN 051	Faculty was unaware of assessment	Fall 2019	Jennifer Finnigan
FRENCH 061	Course was canceled	Spring 2020	Florence Kline
ITALIAN 061	Course was not offered		
SIGN 067	Sign 067 is now Sign 052		
<b>Year 3 2019FA-20SP</b>			
CHINESE 030	Course is not offered anymore. We will inactivate course		
CHINESE 040	Course is not offered anymore. We will inactivate course		
SIGN 068	Sign 068 is now Sign 53		
SIGN 070	This course will be offered in Summer 2020	Summer 2020	Joan Germany
SIGN 071	This course will be offered in Summer 2020	Summer 2020	Marisa Keane
SIGN 072	This course will be offered in Summer 2020	Summer 2020	Marisa Keane

- rr. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?