

West Los Angeles College
Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012
*Draft *** Unvalidated Program Reviews ****

Question: Describe SLO course assessment methods and outcomes in the prior year.

The information provided in this report is in response to these items related to course SLO assessment:

- 1 Discipline
- 2 Course Number
- 3 Course SLOs assessed
- 4 Term Assessment Was Done
- 5 Assessment Method
- 6 Summary of Results
- 7 Actions Taken
- 8 Actions Planned
- 9 Are Resources Needed?

Academic Affairs Division

Allied Health

Allied Health

ALD HTH 21

Apply self-assessment and reflection strategies effectively

Spring 2012

Student will be evaluated on their ability to effectively apply the knowledge and CPR skills on a manikin.

At least 75% of students will successfully administer all required components of CPR according to a skills assessment rubric.

(blank)

(blank)

(blank)

Dental Hygiene

DH 105

Analyze case studies that integrate the general pathology concepts to necessary for patient care.

Spring 2012

Case Study Development evaluated by means of a grading rubric

100% of students completed the case study and achieved an average of 75% or better

none

Adapt casefocus to theories being tested on national board exam

No

IHSS

VOC ED 400

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Pronounce, spell and apply medical terminology to interpret and explain the body systems and functions.

Spring 2012

The student presentations will be evaluated according to the completion of each component of the presentation guideline.

This is a pass/no pass course. At least 75% of students will complete all homework assignments in a timely manner.

(blank)

(blank)

(blank)

Medical Assisting

HEALTH OCC 51

Apply critical thinking to utilize correct computer software to maintain office systems and patient demographic information used in the ambulatory health care setting.

Spring 2012

Through quizzes and examination questions, student responses will be evaluated using a scantron scanner.

At least 80% of students will correctly answer at least 75% of the questions.

(blank)

(blank)

(blank)

Nursing

NURSING 056

Achieve competency on skills assessments relating to the duties of a nursing assistant.

Spring 2012

Students will submit a written paper that analyzes a case study. This paper will be evaluated according to a grading rubric that follows guidelines provided by the American Red Cross.

At least 75% of students achieve an average score of at least a score of 75% on all components of the grading rubric.

(blank)

(blank)

(blank)

Pharmacy Tech

PHRMCTK 21

Compare and contrast the indications for use of non-prescription medications and their therapeutic uses for common illnesses demonstrating problem-solving skills.

Spring 2012

Students will complete a research project that will be evaluated according to a grading rubric.

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At least 75% of students will achieve at least 75% of the points in each section of the grading rubric.

(blank)
(blank)
(blank)

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Anthropology

Anthropology

101

Race as a cultural concept

Spring 2011

essay with rubric

84% of the students scored 70% or better

(blank)

(blank)

(blank)

102

human universals

Fall 2010

objective questions

average of 85% correct responses

(blank)

(blank)

(blank)

111

Biological similarity among modern humans

Spring 2012

objective question

89% of students provided the correct response

(blank)

(blank)

(blank)

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Applied Technology

AC/PS

102

Properly inspect, check, service, and repair composite aircraft structures

Spring 2011

Capstone project

3 random projects were assessed from the class of 15. 1 was graded A. while the other two were graded with a C.

(blank)

Provide the SKWAK project evaluation sheet to the students with the syllabus so that students know in advance how they will be evaluated and the criteria that will be used

(blank)

110

Properly inspect, check, service, and repair composite aircraft structures

Spring 2011

Capstone project

3 random projects were assessed from the class of 15. 1 was graded A. while the other two were graded with a C.

(blank)

Provide the SKWAK project evaluation sheet to the students with the syllabus so that students know in advance how they will be evaluated and the criteria that will be used

(blank)

115

Properly inspect, check, service, and repair composite aircraft structures

Spring 2011

Capstone project

3 random projects were assessed from the class of 15. 1 was graded A. while the other two were graded with a C.

(blank)

Provide the SKWAK project evaluation sheet to the students with the syllabus so that students know in advance how they will be evaluated and the criteria that will be used

(blank)

Travel

100

1. students will complete assignments communicating their own evaluation of travel brochures and how effective they are in promoting certain travel products to the traveling public. 2. In their assignments, which will be graded, students will use their communication skills in presenting their own created promotional materials (newsletters or advertisements) ready for print and mailing or for an email promotion.

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Spring 2011

Multiple Choice and Portfolio

(blank)

(blank)

Revise SLOs and add increased motivation to experience activities related to different cultures, from foods to foreign destinations and to study related subjects: anthropology, architecture, history, sociology and more.

(blank)

110

1. Students will build a useable Passenger Name Record (PNR) using the Apollo Computer Reservation system. 2. Students will effectively access and book supplemental travel services, such as ship and hotel reservations, through the Apollo Computer Reservation System.

Spring 2011

Skill evaluation

(blank)

(blank)

N/a

(blank)

115

1. Students will build a useable Passenger Name Record (PNR) using the Sabre Computer Reservation System. 2. Students will effectively access and book supplemental travel services, such as ship and hotel reservations, through the Sabre Computer Reservation System.

Spring 2011

Skill evaluation

(blank)

(blank)

N/a

(blank)

130

The student will research, plan and organize complex and enjoyable travel itineraries for a variety of clients traveling in multiple time-zones and geographic regions in North America, Hawaii, and the Caribbean.

Spring 2011

Multiple Choice exam/Essay/Research Paper

(blank)

(blank)

Revise SLOs and add increased motivation to experience activities related to different cultures, from foods to foreign destinations and to study related subjects: anthropology, architecture, history, sociology and more.

(blank)

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140

Students will complete an assignment that represents their own evaluation of three travel-related websites and how effective they are in promoting and selling travel products to the public. The student will then propose solutions to any perceived drawbacks for each site.

Spring 2011

Multiple choice exam and Essay/Research Paper

(blank)

(blank)

Revise SLOs and projects. Add a marketing and sales project. Add increased motivation to experience activities related to different cultures, from foods to foreign destinations and to study related subjects: anthropology, architecture, history, sociology and more.

(blank)

175

1. Students will identify differences in types and styles of meetings 2. Students will describe sales techniques for solicitation and closing of sale of MICE activities. 3. Students will evaluate and apply tourism practices, principles and procedures. 4. Understanding monetary considerations sales and business profitability.

Spring 2011

Multiple choice exam and Essay/Research Paper

(blank)

(blank)

Add additional directions. Add increased motivation to experience MICE events and activities related to different cultures, from foods to foreign destinations and to study related subjects: anthropology , architecture, history, sociology and more. Students will write an essay describing what knowledge, skills and past MICE experiences they have to prepare them for success in this business area.

(blank)

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Biological Sciences

Anatomy

1

1

Spring 2011

multiple choice/essay

0.65

study group

lead tutor

Yes, but not requested

Biology

3

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

(blank)

(blank)

6

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

(blank)

(blank)

7

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

(blank)

(blank)

3A

(blank)

Spring 2011

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Multiple choice, Fill-in

0.65

(blank)

The quality of one's teaching and the development of Good Assessment Tools (Exams) requires a commitment to life-long professional growth & improvement

(blank)

3B

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

The quality of one's teaching and the development of Good Assessment Tools (Exams) requires a commitment to life-long professional growth & improvement

(blank)

Microbiology

20

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

(blank)

(blank)

Physiology

1

(blank)

Spring 2011

Multiple choice, Fill-in

0.65

(blank)

(blank)

(blank)

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Business

Business

1

Investigate and assess the overall business model and industry position of an organization, including articulation of its' marketing strategy and marketing implementation approach.

Spring 2011

Presentation

36 students... 9=A, 10=B, 7=C, 7=D, 3=F

(blank)

Incorporate more class assignments of conceptualized learning as a result of this course.

(blank)

31

(blank)

Spring 2011

Multiple Choice Exam

(blank)

(blank)

Incorporate more class assignments of conceptualized learning as a result of this course.

(blank)

38

Students will utilize the Mathcue. Business CD and the Contemporary Mathematics Web Site as self-study tools to practice converting decimals, drafting invoices and calculating annuities.

Spring 2011

Written exam/Problems

(blank)

(blank)

Update technologies. Integrate more information technology that enhances the course material and allows for more hands-on learning processes to more easily connect with our current students.

(blank)

Finance

2

Promote a Collaborative Environment for Co-Workers with clear articulation to produce teamwork and flexibility in a diverse workplace.

Spring 2011

Online chat room and discussion forum utilized to promote collaborative environment for students./project

35 students 14=A, 12=B, 6=C, 1=D, 2=F

(blank)

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N/a
(blank)

8

Promote a Collaborative Environment for Co-Workers with clear articulation to produce teamwork and flexibility in a diverse workplace.

Spring 2011

Online chat room and discussion forum utilized to promote collaborative environment for students./project

35 students 14=A, 12=B, 6=C, 1=D, 2=F

(blank)
N/a
(blank)

Law

1

Analyze problems by differentiating using evidence and sound reasoning to specify multiple solutions and their consequences.

Spring 2011

Case Scenarios

28 Studios 2=A, 4=B, 8=C, 3=D, 10=F

(blank)
Try new method for motivation the student to read more and seek assistance on reading effectively.
(blank)

2

Analyze problems by differentiating using evidence and sound reasoning to specify multiple solutions and their consequences.

Spring 2011

Case Scenarios

28 Studios 2=A, 4=B, 8=C, 3=D, 10=F

(blank)
Try new method for motivation the student to read more and seek assistance on reading effectively.
(blank)

Management

1

Promote a Collaborative Environment for Co-Workers with clear articulation to produce teamwork and flexibility in a diverse workplace.

Spring 2011

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Online chat room and discussion forum utilized to promote collaborative environment for students./project

35 students 14=A, 12=B, 6=C, 1=D, 2=F

(blank)

N/a

(blank)

2

Promote a Collaborative Environment for Co-Workers with clear articulation to produce teamwork and flexibility in a diverse workplace.

Spring 2011

Online chat room and discussion forum utilized to promote collaborative environment for students./project

35 students 14=A, 12=B, 6=C, 1=D, 2=F

(blank)

N/a

(blank)

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Child Dev/ F&CS

Child Development

CD 1

1. Students will analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development.

Fall 2011

The student will demonstrate proficiency in this area as part of a required observational documentation project.

The students need more opportunities to observe children of a variety of ages and stages of development

The course assignments have been re-vamped to align more observations with different periods of development.

The lead instructor of the CD 1 courses has designed more observational formats for the students.

No

FCS

FCS 21

Students will determine healthy food diets that are designed for their nutritional needs.

Spring 2011

For 3 days, the students will record their food intake. They'll compare their totals with the nutritional needs with the RDA (recommended dietary allowances). They will analyze each day for overages and deficits. They will discuss in their paper how to correct their nutritional needs.

At least 75% of the students correctly determined how to alter their diets to achieve the highest nutrient density.

Was pleased with the results and continued the process for fall 2012

See if any percentage improvements occurred.

(blank)

(blank)

(blank)

(blank)

Spring 2011

(blank)

(blank)

(blank)

Find a way to go beyond use of standardized testing based on wrote memory and utilize a form of assessing the knowledge gained in a course that is dominated by application of theoretical knowledge. Include more student presentations.

No

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Computer Science

CO SCI

901

Introduce the fundamentals of computer hardware, software, application, the Internet, networking and mobile computing.

Spring 2012

Final exam

81% of assessed students score at least 70% on the grading rubric

Maintain comprehensive final exam to demonstrate student computer literacy

Plan to increase tutoring service

Yes, requested in this P.R.

902

Analyze, design and develop and test software programs to solve business and scientific problems

Fall 2011

Final Project

80% of assessed students score at least 70% on the grading rubric.

Maintain comprehensive final project to demonstrate student understanding and ability to implement all the concepts learned during the semester

Counsel the students as to what classes and what sequece that they have to take after CS902.

Yes, requested in this P.R.

917

Design, develop and implement software program written in assembly language to solve computer hardware and scientific problems

Spring 2012

Final Project

75% of assessed students score at least 70% on the grading rubric

Maintain comprehensive final project to demonstrate student understanding and ability to implement all the concepts learned during the semester

Counsel the students as to what classes and what sequece that they have to take after CS917 and plan to hire tutor on CS917.

Yes, requested in this P.R.

933

Query, create report and normalize data with Microsoft Access

Spring 2012

Final exam-multiple choice exam

78% of assessed students score at least 70% on the grading rubric

Maintain midterm and final exam to demonstrate the understanding of relational database

Explain in course syllabus the importance and significance of the database project

Yes, requested in this P.R.

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934

Manage system resources and configure security settings

Spring 2012

Lab project

75% of assessed students score at least 80% on the grading rubric

Increase hands on exercises

Increase hands on exercises

Yes, requested in this P.R.

938

Debug and deploy Visual Basic.net windows and web applications

Spring 2012

Hands on project

83% of assessed students score at least 70% on the grading rubric

Maintain programming projects to demonstrate student programming skills

Explain in course syllabus the importance and significance of th VB.net programming project

Yes, requested in this P.R.

953

Create and manage database objects

Fall 2011

Midterm exam-multiple choice exam

90% of assessed students score at least 70% on the grading rubric.

Maintain database projects to demonstrate student's skill

Explain in course syllabus the importance and significance of the database project

Yes, requested in this P.R.

963

Use ASP.net controls in web application

Fall 2011

Lab project

95% of assessed stdents score at least 70% on the grading rubric

Maintain programming projects to demonstrate student programming skill

Explain in course syllabus the importance and significance of the programming project

Yes, requested in this P.R.

967

OS installation,LAMP stack software configuration, server virtualization

Spring 2012

Lab project

75% of assessed students scoe at least 80% on the grading rubric.

Increase hands on exercise

Increase hands on exercises

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Yes, requested in this P.R.

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Counseling

Counseling

230

Students will be able to apply the fundamentals of critical and reflective thinking to the analysis of the issues and challenges facing the American education system.

Spring 2011

Multiple Choice Exam

(blank)

(blank)

(blank)

Yes, but not requested

PERS DEV

20

Use self-assessment and reflection strategies to continuously analyze personal, social, educational and career needs for change and growth and values clarification.

Spring 2011

Quiz

30 Total Students 14=A 15=B 1=C 0=D 0=F

(blank)

Have more personality inventory assessments

Yes, but not requested

40

Use self-assessment and reflection strategies to continuously analyze personal, social, educational and career needs for change and growth and values clarification.

Fall 2011

(blank)

41 Total Students 10 A's, 12 B's, 7 C's, 4 D's, and 8 F's

(blank)

(blank)

Yes, but not requested

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Dance, Health & Physical Education

Health

002 & 11

Students will identify the 5 components of physical fitness.

Spring 2012

Department Exam or Multiple Choice Exam

(blank)

(blank)

Instructor will develop additional support materials for the weakest area(s) of the assessment test.

No

Physical Education

225 & 696

Demonstrate proper alignment of the three warrior poses along with breathing techniques.

Spring 2012

Skill evaluation

(blank)

(blank)

At least 70% of the students will meet this goal.

No

690 & 230

Students demonstrate an increased physical fitness level.

Spring 2012

Pre and Post Fitness testing

(blank)

(blank)

At least 75% of the students will show an improvement in their strength.

No

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Earth Sciences

Earth Science

1

1. Explain the interrelationships between different disciplines to understand how the earth processes function. 2. Apply the scientific method to the study of the earth materials and processes. 3. Utilize information learned to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam

(blank)

(blank)

In order for the students to get the concepts right and comprehend the subject matter, I intend to integrate a day's field trip in relevant nearby areas.

(blank)

2

1. Explain the interrelationships between different disciplines to understand how the earth processes function. 2. Apply the scientific method to the study of the earth materials and processes. 3. Utilize information learned to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam

(blank)

(blank)

Spend more time explaining the need for accurate measurements and recoding, and reiterate the importance of doing the pre-lab reading and assignments.

(blank)

Environmental Science

1

1. Explain the interrelationships between different disciplines to understand how the geological processes function. 2. Apply the scientific method to the study of the geological materials and processes. 3. Utilize information to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam

(blank)

(blank)

Give students additional exercises and assignments in basic chemistry and some elementary physics. More hands on class activities about pollution. Field visit to polluted water, air, and soil within the los angeles county. Field visit to renewable energy installations within los angeles and surrounding counties.

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(blank)

2

1. Explain the interrelationships between different disciplines to understand how the earth works. 2. Apply the scientific method to the study of the ecology of the Earth 3. Utilize information to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam, Case Scenarios

(blank)

(blank)

Assess all incoming students for english and math competency and require general non-major biology as a prerequisite.

(blank)

Geography

1

(blank)

Spring 2011

Written Exam

(blank)

(blank)

The rubric for this course examination needs to become more robust to incorporate elements that will enhance student learning. Expand on information learning methodologies like multi-media and other ideas.

(blank)

2

1. Demonstrate cultural geographic Literacy. 2. Assessing global trends and its impact on countries and their cultures. 3. Recognize maps, charts, and graphs as essential tools of Geography. Conclude that cultural geography is a discipline with emphasis in cultural, environmental, human, and political relationships that affect recent phenomenon in global processes such as globalization and neoliberalism.

Spring 2011

Written Exam, Multiple choice exam, Essay/Research Paper

(blank)

(blank)

Students would be better prepared and have a greater success rate if pre-requisites were enforced prior to enrolling in this class. An introductory anthropology class would help.

(blank)

15

Read and interpret a topographic map

Spring 2011

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Written Exam

(blank)

(blank)

Modify student materials for the next offering. The rubric for this course examination needs to become more robust to incorporate elements that will enhance student learning. Expand on information learning methodologies like multi-media and other ideas.

(blank)

Geology

1

1. Explain the interrelationships between different disciplines to understand how the geological processes function. 2. Apply the scientific method to the study of the geological materials and processes. 3. Utilize information to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam

(blank)

(blank)

Include more descriptive diagrams and short videos in class to highlight some of the hard concepts, especially in relation to magma generation, metamorphism, earthquakes, and plate tectonics. Give more math involving assignments.

(blank)

6

1. Explain the interrelationships between different disciplines to understand how the geological processes function. 2. Apply the scientific method to the study of the geological materials and processes. 3. Utilize information to make informed decisions about global and local environmental issues.

Spring 2011

Written Exam

(blank)

(blank)

Spend more time explaining the need for accurate measurements and recording, and re-iterate the importance of doing the pre-lab reading and assignments.

(blank)

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Economics

Economcs

2

Use the aggregate supply and demand model to analyze the theoretical effect of fiscal and monetary policy on the economy.

Spring 2012

Participation in class, performance on examinations.

Using a rubric, 68 percent of students will rate at acceptable or pass.

Prepare 15-20 minutes In Class Excel Workshop

Use in Class Exercise or Worksheets more frequently.

Yes, requested in this P.R.

Economics

1

An understanding of the functioning of market forces, i.e. demand and supply in competitive market system.

Spring 2012

In Class Quiz, Online Discussion (Etudes)

A vast majority of the students were able to accurately, if not thoroughly, address all aspects of the question being asked. Students were particularly good at defining and explaining the issues/events. They were able to cite and explain the theories and model of supply and demand, (The Future of Real Estate Market in Los Angeles) presented in the classroom. Some students had trouble using quantitative concepts such as how to graph the market.

Encourage online and on campus students to visit online lessons for Intermediate Algebra Tutoring in addition to on campus resources

Review more intermediate algebra at the beginning of the semester or encourage students to visit math tutor more often

No

Employ essential calculations and communication skills to interpret economic and financial data that results in decision-making and problem-solving

Fall 2011

Take Home Exam, in Class Quiz

A vast majority of the students had a basic understanding of the question being asked and the material needed to answer the question. Some students had trouble using quantitative concepts

Communicate with the tutor to make sure she/he spend some time on the graph/math basics

Review basics of algebra before the topic is covered, prepare online quiz on the topic and publish on ETUDES-NG.

Yes, requested in this P.R.

2

Employ essential calculations and communication skills to interpret economic and financial data that results in decision-making and problem solving.

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Spring 2011

Written Exam

5 A's, 15 B's, 5 C's, and 3 D's

Recommend documentaries, movies, showed clips in class
--

Incorporate visual clips/multimedia from sites like youtube etc to bring the past into the present. I will insert these assignments into the new syllabus. I will insert additional readings of appropriate historical cases.

Yes, requested in this P.R.

11

Apply an understanding of international trade and initiatives (WTA, NAFTA, EU) to develop multiple perspectives on globalization issues and their impact on economic decision makers.

Spring 2011

Essay/Research Paper

5 A's, 15 B's, 5 C's, and 3 D's

Create Weekly Class Discussion on the benefits and costs of NAFTA

Incorporate visual clips/multimedia from sites like youtube etc. Insert assignments in to the new syllabus.

Yes, requested in this P.R.

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History

History

1

Evaluate how the past relates to the present.

Spring 2011

Written Exam

(blank)

(blank)

Give students more assignments from the text book in order to ensure that they are getting the full benefit of the course material. I've noticed that some poorly performing students are not buying the text.

(blank)

2

Attain cultural/historic literacy: student will possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum.

Spring 2011

Written Exam

(blank)

(blank)

More innovative and creative learning techniques employed in our classrooms. Our students are using technology that we may be able to use as educational tools.

(blank)

5

Attain cultural/historic literacy: student will possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum.

Spring 2011

Essay/Research Paper

(blank)

(blank)

Be more specific about the sort of material the students should be looking for/utilizing from their research

(blank)

6

Attain cultural/historic literacy: student will possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum.

Spring 2011

Essay/Research Paper

(blank)

(blank)

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Be more specific about the sort of material the students should be looking for/utilizing from their research

(blank)

23

(blank)

(blank)

(blank)

(blank)

(blank)

(blank)

(blank)

40

Attain cultural/historic literacy: student will possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum.

Spring 2011

Essay/Research Paper

(blank)

(blank)

Be more specific about the sort of material the students should be looking for/utilizing from their research

(blank)

41

Utilize evidence from the past and the present to formulate and support constructive arguments in both written and verbal form

Spring 2011

Written Exam

(blank)

(blank)

Give students more assignments from the text book in order to ensure that they are getting the full benefit of the course material. I've noticed that some poorly performing students are not buying the text. Investigate more technological tools that can be incorporated into the lectures and class discussions.

(blank)

86

Develop successful skills that will enable the student to interpret a history text, listen attentively to a lecture, take effective notes, turn in work and attend class punctually, and follow a syllabus

Spring 2011

Essay/Research Paper

12 students, 6 A's, 3B's, 2 C's, 1 D's

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(blank)

Add more podcasting and uploading of my lectures. I'd like to expose the students to more diverse forms of music that give them a sense oof a global world.

(blank)

87

Develop successful skills that will enable the student to interpret a history text, listen attentively to a lecture, take effective notes, turn in work and attend class punctually, and follow a syllabus

Spring 2011

Essay/Research Paper

12 students, 6 A's, 3B's, 2 C's, 1 D's

(blank)

Add more podcasting and uploading of my lectures. I'd like to expose the students to more diverse forms of music that give them a sense oof a global world.

(blank)

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HLRC
LSK
<u>4</u>
54 lab hours completed and progress toward 70% mastery
<i>Fall 2011</i>
Time logged on compared with time on-task and content mastery percentage progress
Focus needs to shift from seat time to content mastery
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery
Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted
No
<u>5</u>
54 lab hours completed and progress toward 70% mastery
<i>Fall 2011</i>
Time logged on compared with time on-task and content mastery percentage progress
Focus needs to shift from seat time to content mastery
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery
Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus
No
<u>30</u>
54 lab hours completed and progress toward 70% mastery
<i>Fall 2011</i>
Time logged on compared with time on-task and content mastery percentage progress
Focus needs to shift from seat time to content mastery
Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted
Course outline of record needed. Curriculum revision anticipated for development of ESL-appropriate section.
No
<u>50</u>
54 lab hours completed and progress toward 70% mastery
<i>Fall 2011</i>
Time logged on compared with time on-task and content mastery percentage progress
Focus needs to shift from seat time to content mastery
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery
Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus
No

Program Review 2012
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10A

54 lab hours completed and progress toward 70% mastery

Fall 2011

Time logged on compared with time on-task and content mastery percentage progress

Focus needs to shift from seat time to content mastery

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

No

10B

54 lab hours completed and progress toward 70% mastery

Fall 2011

Time logged on compared with time on-task and content mastery percentage progress

Focus needs to shift from seat time to content mastery

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

No

2A

54 lab hours completed and progress toward 70% mastery

Fall 2011

Time logged on compared with time on-task and content mastery percentage progress

Focus needs to shift from seat time to content mastery

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

No

2B

54 lab hours completed and progress toward 70% mastery

Fall 2011

Time logged on compared with time on-task and content mastery percentage progress

Focus needs to shift from seat time to content mastery

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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No

3C

54 lab hours completed and progress toward 70% mastery

Fall 2011

Time logged on compared with time on-task and content mastery percentage progress

Focus needs to shift from seat time to content mastery

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

No

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Program Review 2012
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Humanities & Fine Arts (CTE)

FLM PRD

100

A, B, D, G

Spring 2012

Multiple Choice Exam , Group Activity, Quizzes

At least 75 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

105

A, B, D, F, G, H

Spring 2012

Hands-on demonstrations of skills at the Hollywood Palladium reviewed by industry professionals

At least 75 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

110

A, B, D, F, G, H, I

Spring 2012

Multiple choice & T/F Exam Demonstration of skills during midterm and final production Portfolio

At least 80 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

115

A, B, D, F, G, H

Spring 2012

Multiple choice & T/F Exam Demonstration of skills during midterm and final production

At least 80 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

120

A, B, D, F, G, H

Spring 2012

Multiple choice & T/F Exam Demonstration of skills during midterm and final production practicals

At least 75 percent of students achieve this course SLO.

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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(blank)

(blank)

(blank)

125

A, B, D, F, G, H

Spring 2012

Multiple choice & T/F Exam Final editing projects will be judged according to a departmental rubric. Final editing projects will be judged according to a departmental rubric.

At least 75 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

130

A, B, D, F, G, H, I

Spring 2012

Multiple choice & T/F Exam Demonstration of skills during midterm and final production Portfolio

At least 75 percent of students achieve this course SLO.

(blank)

(blank)

(blank)

140

A, B, D, F, G, H

Spring 2012

Multiple choice & T/F Exam Demonstration of skills during midterm and final production practicals these demonstrations will be judged according to a departmental rubric

At least 75 percent of students achieve this course SLO

(blank)

(blank)

(blank)

145

A, B, D, F, G, H

Spring 2012

Demonstration of skills (painting walls faux finishes) these demonstrations will be judged according to a departmental rubric.

At least 75 percent of students achieve this course SLO

(blank)

(blank)

(blank)

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Humanities & Fine Arts (GE)

Art

503

Secure technique

Spring 2011

Presentation

4 students completed this assessment instrument

(blank)

Syllabus will be revised to reflect the Program SLOs for ART 503

Yes, requested in this P.R.

ASL

1

(blank)

(blank)

Written Exam

1 A, 5 B, 9 C, 8 D, and 18 F's

(blank)

Change the existing textbook to a different textbook called signing naturally.

No

Spanish

1

Speak the target language effectively and articulately in personal, community, and work settings.

Fall 2011

Presentation

(blank)

(blank)

N/a

Yes, requested in this P.R.

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Language Arts

English

94

Write effectively, using the conventions of standard English, a clear focus, appropriate support/evidence and logical organization. (Theme: writing)

Spring 2011

Multiple Choice Exam

(blank)

(blank)

Change Objective grammar tests as well as grammar in context.

(blank)

101

1. Pursue continued literary study 2. Read effectively. 3. Write effectively. 4. Listen and speak actively. 5. Collect and organize research data 6. Analyze and evaluate information.

Fall 2011

Written exam, Essay/Research Paper

(blank)

(blank)

(blank)

(blank)

103

1. Critical Thinking 2. Communication 3. Cultural Diversity.

Spring 2011

Written exam, Essay/Research Paper, and Presentation

(blank)

(blank)

Rewrite the assignment sheet so that students are not tempted merely to answer the list in order. That was not my intention, but the format here confuses some students.

(blank)

127

Pursue continued literary interests resulting in increased levels of self-reliance and belief in one's ability (writing effectively).(Theme: Self-reliance, efficacy, writing)

Spring 2011

Portfolio

(blank)

(blank)

Change the readings that students review for strength and study to promote awareness of creative conventions.

(blank)

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203

Read effectively for gathering information, for meaning, cultural understanding and enjoyment.. (Theme: reading)

Spring 2011

Essay/Research Paper

(blank)

(blank)

Of the reading make assignments any ideas presented in class more effective in helping students to understand reading. Revise assignments and Ideas present in course.

(blank)

204

Read and analyze a variety of literature to explore the "human condition." (Theme: Literature)

Spring 2011

Essay/Research Paper

(blank)

(blank)

Modify assignments and presentation of ideas in course so that students improve thier ability to read and understand. Revise assignments and presentation of ideas.

(blank)

205

Read effectively for gathering information, for meaning, cultural understanding and enjoyment.. (Theme: reading)

Spring 2011

Essay/Research Paper

(blank)

(blank)

Change the assignments and presentation of ideas so that they are more effective. Modify assignments and presentation of ideas.

(blank)

206

Read effectively for gathering information, for meaning, cultural understanding and enjoyment. (Theme: reading)

Spring 2011

Essay/Research Paper

(blank)

(blank)

Change the assignments and presentation of ideas so that they are more effective. Revise assignments and presentation of ideas.

(blank)

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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020A

Read effectively for gathering information, for meaning, cultural understanding and enjoyment.

Spring 2011

Skill evaluation

(blank)

(blank)

Spend more time having students discuss readings and then spend more time reading alone.

(blank)

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Course SLO Assessment Results and Actions, 2011-2012

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Library

Library Science

104

Use research tools and databases to conduct on-line and off-line searches for academic and personal purposes

Fall 2010

Multiple Choice Exam

22 students total 11 A's, 5 B's, 3 C's, 1 D, 2 F's

(blank)

Weed some of the material in the learning modules. Also reorganize some of the topics to flow better into the next focus point. Provide a better schedule and organize the topics and reduce the amount of text.

(blank)

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Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Mathematics

Math

105

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Multiple choice exam, Final exam

(blank)

(blank)

Put more emphasis on the conversion process between fractions, decimals, and percentages.

(blank)

117

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Written exam, Final exam

(blank)

(blank)

Constant monitoring of student progress is a necessity.

(blank)

128

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Multiple choice exam, Final exam

(blank)

(blank)

More hands-on work or guided exercises during class. Setting the pacing in such a way that there is ample time to review all the topics in the intermediate algebra syllabus. Stressing word problems, particularly, setting them up properly. Devoting more time to the concept of a function/inverse function.

(blank)

215

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Written exam, Final exam

(blank)

(blank)

Include a more standard logic/set theory option on the next test.

(blank)

235

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Fall 2011

Written exam, Open-ended Final Exam

(blank)

(blank)

Make clear the weight of each question ahead of time. How many points each question is worth.

(blank)

236

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Written exam, Final exam

(blank)

(blank)

Stay with the open-ended tests when and wherever possible.

(blank)

241

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Written exam, Final exam

Program Review 2012
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(blank)

(blank)

With the composition of trig and inverse trig functions, stress using a constructed triangle to compute the value.

(blank)

245

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Multiple choice exam, Final exam

(blank)

(blank)

Spending more time and energy on word problems, conic sections, probability, sequences and series.
Yes, requested in this P.R.

260

1. Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems 2. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. 3. Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues.

Spring 2011

Multiple choice exam, Final exam

(blank)

(blank)

Questions that involve nothing more than the use of one's calculator should be limited to a very small percentage of the total test.

(blank)

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Physical Sciences

Astronomy

1

(blank)

(blank)

(blank)

(blank)

(blank)

(blank)

(blank)

chemistry

51

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

60

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

101

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

102

yes

Fall 2011

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Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

211

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

212

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

physics

6

yes

Fall 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

Z

yes

Spring 2011

multiple choice+ essay

(blank)

(blank)

(blank)

(blank)

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Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Political Science

Political Science

1

Distinguish the complexities of American Government both in form and function on the state and national level

Spring 2012

Research paper

At least 95% of the students were able to completed Part `1

NA

NA

No

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Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Psychology

Psychology

41

Read, evaluate, and incorporate knowledge of research in assessment of new and old information in the field.

Fall 2011

Chapter Quiz

33 students : 8A's, 8B's, 5C's, 6D's, and 6 F's

(blank)

Add short answer component to this quiz in the future. Propose a mock research project and ask students to select a specific research method and justify their selection of that method

No

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Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Public Safety

Adm Jus

8

Distinguish the difference between a Status Offender and a Delinquent offender

Spring 2012

Essay and Departmental exams

Approximately 80% of students were successful in SLO assessment

(blank)

(blank)

No

14

Write effectively using the conventions of Standard English, a clear focus/thesis, appropriate support/evidence, and logical organization to produce a good court report

Fall 2011

Written exam/Report

Of the 25 students who completed the assessment instrument, the breakdown of the scores was: 5A's, 10B's, 6C's, and 4D's

(blank)

More emphasis on the content of the paper

(blank)

67

Write effectively using the conventions of Standard English, a clear focus/thesis, appropriate support/evidence, and logical organization to produce a good court report

Fall 2011

Essay

Of 20 students: 4A's, 10B's, 3C's and 3D's

(blank)

Assign chapter review questions to ascertain the student's level of understanding of their readings and the material presented. The submissions will reveal their ability to follow directions, understanding of content, critical thinking skills, correctness, presentation, spelling, and grammar. The responses should be written with the assumption that the reader has little or no knowledge of the subject

(blank)

Fire Tek

201

Explain the need for sensitivity to diversity inside and outside of the workplace.

Spring 2012

Written homework assignments using the SLO in an embedded question requiring students to respond with a concise, succinct 100 word or less written response.

Program Review 2012
Course SLO Assessment Results and Actions, 2011-2012

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Written homework assignments using the SLO in an embedded question requiring students to respond with a concise, succinct 100 word or less written response.

(blank)

Added multimedia

No

202

1. Identify firefighting practices and procedures that have been developed over the years for the different types of construction encountered by fire fighters.

Spring 2012

Written homework assignments using the SLO in an embedded question requiring students to respond with a concise, succinct 100 word or less written response.

Written homework assignments using the SLO in an embedded question requiring students to respond with a concise, succinct 100 word or less written response.

(blank)

Added multimedia

No

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Course SLO Assessment Results and Actions, 2011-2012

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<u>Sociology</u>
Sociology
<u>1</u>
Assignments given to evaluate progress toward slos
<i>Spring 2012</i>
weekly quizzes, 2 critical thinking essays.
Bipolar distribution, with some students doing very well and others doing poorly.
Created new class cooperative activities to see if group learning helps.
Create rubric to help students understand more precisely what the grading criteria are for each assignment
No

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