

CHANGES AS A RESULT OF ASSESSMENT – March 2012

1. Institutional Learning Outcomes
2. Student Learning Outcomes (Instructional Program and Course)
3. Service Level Outcomes (Student Services)
4. Service Area Outcomes (Administrative Services)

Institutional Learning Outcomes

- Discuss developing additional ILO(s) related to Administrative Services SAOs (Service Area Outcomes), such as quality of campus services or campus environment.
- Discuss developing an additional ILO related to global awareness or global perspectives/viewpoints.

Instructional Programs

Program Learning Outcomes

- *Anthropology* – Develop a skill award in the next offering.
- *Computer Science*
 - Plan to move some online programming classes to on-campus to provide a balanced mix of both on-campus and online teaching methodology.
 - Work with articulation officers for "course to course" articulation with UC and CSU computer science major.
 - Administer a comprehensive exam to improve student success in IT certification exams.
 - Require capstone project for web development certificate.
- *Dental Hygiene*
 - As a result of program assessment and the 2011-2012 Dental Hygiene self-study, DH 251 was reduced by 3 clinical hours.
 - A 1-unit research course was developed and approved in Spring 2012.
 - Program Learning outcomes were evaluated, modified, and approved in Fall 2010 by all dental hygiene faculty and advisory board members.
- *Film/TV Production Crafts*
 - Enhance guest lectures in specific crafts to provide a link to employment opportunities and address the emerging trends in the field.
 - Course schedules have been sequenced to take advantage of internship opportunities.
 - Mapping of curriculum has been completed to build stackable certificates.
 - Digital technologies have been integrated to reflect industry trends.

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- Integrated "E-Portfolio" as a program capstone project.
- *Physical Education* – Design a rubric for certain course evaluations and refine other course evaluations.
- *Spanish* – Develop a department exam.

Courses Student Learning Outcomes

- *Aircraft Craft/Production Skill (AC/PS) Aerospace Production Technology 102* – The SKWAK project rubric has been implemented for student evaluation.
- *Administration of Justice 67* - Assigned chapter review questions to ascertain students' level of understanding (of their assigned readings).
- *Astronomy 1* - Take a more interdisciplinary approach to teaching the class. We've already implemented a teaching strategy for the student to best glean information from the readings and have made suggestions like how to form good study habits, and provided real-world examples and supplements to the learning experience. Encourage students to attend class every time for the entire time by enforcing the attendance requirements. Present a step-by-step, how to write a proper short essay question response in class, by using notes in the lecture and assigned reading.
- *Business 31* - Incorporated an updated method of pre-assessment for this group.
- *Computer Science 901* - Updated student software to Microsoft Office 2010 to improve student outcomes. Develop department exam; request tutoring service.
- *Computer Science 953* - Create a course capstone project for students to design a complete database for a small business.
- *Computer Science 974* - Use the emerging virtualization technology to prepare students for on-demand IT jobs.
- *Computer Science 985*-Require comprehensive final exam to help students prepare for IT certification exam.
- *E.S.L. 4B* - Incorporate a grid so that students have sufficient examples of what their responses should look like. Use previous semesters' examples (of different topics) to achieve instructor agreement on what is expected in student responses.
- *ESL 5C* - Include additional assignments that promote cultural and social customs and holidays of the classroom by integrating student ethnic backgrounds for a deeper appreciation in working and studying with each other.
- *E.S.L. 6B* - Incorporate a checklist for students to be able to write stronger essay responses.
- *ESL 6C* - Expand the use of multimedia/information technology resources in future projects, as in previous semesters.
- *E.S.L. 7B* - Create a feedback forum to make sure online students completely understand the writing prompt; so I will ask them for feedback on what I can do to make writing prompts better understood.

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- *Earth Science 1* - Enable students to comprehend some of the hard concepts, perhaps through visual aids. Positively change their attitude on math and enhance their reading skills.
- *Earth Science 2* - Re-arrange the lecture schedule for these labs so that students are introduced to the theoretical concepts before they do the labs.
- *Economics 10* - Incorporate visual clips/multimedia from sites like Youtube, etc. to bring the past into the present.
- *English 20A* - Allocate more time having students read alone and then discuss readings.
- *English 127* - Change the readings that students review for strength and study to promote awareness of creative conventions. Incorporate good modeling of creative techniques and process for peer review.
- *English 215* - Create supportive environments in the classroom to improve student reading. One article should be discussed in class so that students become comfortable reading non-fiction criticism on literature.
- *English 233* - Increase course instruction in writing (in and out of itself in addition to writing about the course content).
- *English 234* - Require typed outlines to be submitted with presentations and require students to present from the outline instead of reading from their papers. Recommend that students bring printed versions of poems that they plan to present to distribute in class. Give students more guidance for preparing for this assignment. Remind students to ask questions directly related to the class texts to allow more opportunity for clarification and support for his/her paper. Structure the symposium presentation assignment and include a written component beyond the research paper such as an outline or similar presentation notes.
- *English 239* - Open this assignment to include past and current women's literature with a look at the historical and cultural context in which it is produced. Increased emphasis on contemporary literature and historical context in analyzing the texts. Stress that texts do not occur in a vacuum and understanding cultural contexts can help investigate gender assumptions past and present. Plan to compare past and present cultural assumptions of all women's writing.
- *Environmental Science 1* - Give students additional exercises and assignments in basic chemistry and some elementary physics.
- *Environmental Science 2* - Assess all incoming students for English and math competency and require General Non-Major biology as a prerequisite.
- *Geography 1* - 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.
- *Geography 2* - Although I had the students complete exercises about research methodologies, in the future I would like students to apply the knowledge they learn on research methodologies and use those methods to apply them to and in their own work. Even though students did exercises on GIS and the different types of interviews and interviewing technique, I would like students to go out and do a small fieldwork activity where they could have hands-on practice using these techniques in the field. I would

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also like to have them do a presentation as part of a project since communication is key to this class.

- *Geography 15* - Look at modifying student materials for the next offering. The rubric for this course examination needs to become more robust to incorporate detailed elements that will enhance student learning. Expand on information learning methodologies like multi-media and other ideas.
- *Health 11* - Increase the number of students assessed. Make the department assessment quiz part of the class assessment.
- *History 1* - Propose more innovative and creative learning techniques to be employed in the classroom. Our students are using technology that we may be able to use as educational tools.
- *History 41* - Give students more assignments from the textbook 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.
- *History 87* - 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 of a global world.
- *Library Science 102* - Weed out some of the material in the learning modules. Organize some of the topics for a better educational flow into the next focus point.
- *Math 105* - More emphasis to be placed on the conversion process between fractions, decimals, and percents.
- *Math 128* - Allow more time for reviewing for the final exam.
- *Math 241* - We believe that open-ended or written tests are better measures than multiple-choice tests. There is a much larger time commitment in grading the open-ended test. Clear rubrics must be used. All of the students' responses to a particular problem must be graded together, i.e., every student's problem #1 must be graded, then every student's problem # 2, etc. Still, open-ended tests provide a better measure of what the student can and cannot do. So we will stay with these when and wherever possible.
- *Math 245* - Change final to be based on material that is strictly from the realm of college algebra.
- *Math 260* - Questions that involve nothing more than the use of one's calculator should be limited to a very small percentage of the total test.
- *Math 261* - The actual exact point allocation for each of the subtasks should be specified on the exam rather than just give the total for the problem (see key). We think that this would be helpful to the student. Also, on subtask (c), it needs to be made clear that the students are expected to justify their conclusions using limits.
- *Oceanography 1* - Find ways to encourage more student participation in the classroom during lectures. We have already implemented system that students earn points if they answer questions during the lectures. That way I can assess if they have the basic knowledge to understand the subject explained during the lectures.
- *Personal Development 8* - Considering changing final assignment due to low scores.

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- *Physics 6* -For the typical physics 006 student (who has met all prerequisites prior to entering the sequence), a more rigorous approach to the class would be appropriate. We've already implemented online homework through Mastering Physics (masteringphysics.com) which is less like traditional homework in which the student turns the assignment in and hopes to have gotten the answers correct, and more of a 'you work the problem until you DO get it correct' approach. In addition, it provides hints (at a small deduction of points), and feedback (to simulate office hours), as well as statistics that I can view and follow the student's thought process as he/she works through the problem (this has been an overwhelming success and we plan to keep using the program). Apply more advanced problems for the general class and assign challenging problems (as practice/no credit only) for the motivated student who wants to push ahead of the class.
- *Physics 38* - For the typical physics 038 student (who has met all prerequisites prior to entering the sequence), a more rigorous approach to the class would be appropriate. It's been noticed that the students are hesitant to indicate when they are falling behind and need help on the homework. There are currently not tutors in the tutoring center, and short of requiring students to meet me in office hours, I'm finding out that students are struggling too late...AFTER a chapter quiz for example.
- *Political Science 2* - Recommend Political Science 1 a prerequisite for Political Science 2.
- *Speech 101* - Give more specific information to students about research as explained in the rubrics.
- *Speech 104* - Offer this assignment as an impromptu speech.
- *Speech 121* - Have students discuss how their skills improved when communicating in dyads.
- *Speech 135* - Include more class time on developing delivery techniques.
- *Theater 385* - Provide students with sample work online and consider integrating ePortfolio in the course.

Student Services (Service Level Outcomes)

- *ASO* - Create a better timeline for planning events. Increase the number of Leadership conferences, and have leadership class during the summer so newly elected officers will be trained for the coming semester. Continue to visit the local, state, and national governments with the particular needs, desires and wants of the student as the topics.
- *Athletics* - In an effort to assess student success, the athletic department will solicit feedback from our coaches to establish an instrument designed to measure the Student Learning Outcomes created specifically for the intercollegiate sport activity courses.

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- *Child Development Center*
 - Convert the Desired Results Parent Survey and WLAC/ CDC Parent Survey into one survey using Survey Monkey.
 - Use St. John's consultant to provide parent workshops.
 - Need to develop Center based practicum assessment/ evaluation tool, which provides feedback from practicum students regarding their training and experience in the Center.
- *Transfer Center*
 - Enhance the transfer center function by improving the transfer center website to create a virtual transfer center. The virtual transfer center should function as a total resource for the transfer bound student. A student should be able to navigate the transfer center website and make informed decisions regarding programs of interest, types of universities, cost of attendance, availability of financial resources, admissions requirements and delivery of instruction.
 - A virtual transfer center would be aligned with the student of today who lives in this ever-changing technologically advanced society. Online education is fast becoming the norm. More and more industries are becoming green and eliminating the use of paper. The virtual transfer center is essential for our student population.

Administrative Services (Service Area Outcomes)

- *Business Office* – Modify phone procedures to increase call back and message return rate. Modify requests for payment procedure to improve response rate.
- *Bookstore*
 - Managers and staff need to focus more on communication with faculty and staff.
 - Managers can encourage more participation in campus activities and committees as participants or resources.
 - Keep faculty abreast of bookstore pricing etc.
 - Given the percentage OF "neither agree or disagree" responses to the questions re: Textbook Rentals it may be prudent to refine questions to make them more relevant to the survey respondents.
- *Personnel/Payroll* – Conduct training sessions during the evaluation process to improve customer service.