Person Completing form: Norv Wellsfry

What critical student learning issue(s) and associated SLO’s assessed?
Understanding the role of ethics in the conduct of Accounting.

Program Level Focus:
Ethics: Practice high ethical standards in all contacts with employers, clients, co-workers, and general public. Demonstrate the ability to act with integrity and honesty and choose an ethical course of action.

Identify course(s)/activity(ies) being assessed:
ACCT 101, 301, 311 initially. After initial development, other courses will be included.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Any special assessment tool will be developed as part of the Department’s work. It will be developed by the department as a whole.

Who will be responsible for collecting/summarizing:
Department Chair: Norv Wellsfry

Followup meeting needed? If so, where will it be held?
Follow-up meetings are being held monthly. This activity is a regular part of the department meeting. The first meeting was conducted on Sept 8 and an initial strategy was developed.

Other
SLO Assessment Report (Planning Form)

Person Completing form: Janis Caston

What critical student learning issue(s) and associated SLO's assessed?
"We continue to struggle with how to assess two of our program learning outcomes--ethics and diversity. In addition, we need to do more work in developing the linkages between program learning outcomes and student learning outcomes in the courses that make up our four programs. We have not yet completed slos for all courses. Two remain: ACCT 111 and ACCT 125."

Program Level Focus:
"We will use one department meeting each month to continue the dialog about learning outcomes and learning outcomes assessment in our program. Action steps: 1. Invite adjunct faculty to meetings, so that all faculty teaching accounting courses are familiar with our outcomes at the course and program level and so that all faculty teaching accounting courses are beginning the ongoing process of assessing learning outcomes in the course(s) that they teach. 2. Expand our program learning outcome-course learning outcome matrix to more completely outline how the individual courses support the learning objectives.

Identify course(s)/activity(ies) being assessed:
"We will be working on this throughout the spring semester in one department meeting each month. While we have mapped the courses to the program learning outcomes, we have not mapped specific course learning outcomes to program learning outcomes. This work needs to be done. We must complete slos for two courses (ACCT 111 and ACCT 125). This work has been assigned to Patrick Rogan as lead instructor in these courses, and he has made a commitment to complete the work by the end of Spring 2011."

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
"We have yet to complete course slos in each course. Work to be done by end of spring 2011.

Who will be responsible for collecting/summarizing:
Janis Caston, Chair, will coordinate this effort for the department.

Followup meeting needed? If so, where will it be held?
We will meeting once a month throughout the spring semester to work on slo/assessment.

Other
What critical student learning issue(s) and associated SLO’s assessed?
We determined through discussion that the most critical student learning issues impacting the success of students in our program was the retention of important concepts after completing the beginning accounting classes: Accounting 301 and Accounting 311. This information is needed for a student to be successful in the advanced accounting classes needed for completion of certificates.

Program Level Focus:
"We determined that we will focus on PSLO #2: Analytical Skills: Analyze business information and infer resolution of key issues."

Identify course(s)/activity(ies) being assessed:
"We will assess PSLO #2 in all courses. Every course in our division has an SLO which falls under PSLO #2."

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
We will use existing assessment tools.

Who will be responsible for collect/summarizing:
We have scheduled a monthly meeting with all full time and adjunct accounting faculty to discuss the ongoing assessment of PSLO #2 in each of our courses. We will collect and summarize the assessment results at those meetings.

Followup meeting needed? If so, where will it be held?
Yes, we will meet monthly in September, October and November, 2011.
### SLO Assessment Report (Planning Form)

**Person Completing form:** Terry Kirkham

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**What critical student learning issue(s) and associated SLO's assessed?**

- Printing/Plotting and Importing one file into another has become a difficult task to master for students. The most critical SLO's to master are: 1. Demonstrate how to Print/Plot projects in Paper Space. 2. Demonstrate how to insert objects into Paper Space from Model Space or external folders. 3. Demonstrate how to create a viewport in Paper Space. 4. Demonstrate how to assign a view scale to objects in Floating Model Space. 5. Demonstrate how to assign a Plot Style to files during Printing/Plotting.

**Program Level Focus:**

- I would consider all of the above SLO's to be the most critical. You must understand each of one of the SLO's to produce a finished printed/ploted document. Students lack the concept of printing/plotting even when demonstrated in class. The present 'tutorial' for printing/plotting for students to follow is two years old and our latest software release utilizes 'ribbons' where the previous software releases used pull-down menus. Making it difficult for students to comprehend. We will rewrite the ‘tutorial’ to reflect the use of ‘ribbons’ and test it with students for the outcomes.

**Identify course(s)/activity(ies) being assessed:**

We will use the Architectural Design Technology 310 and Architectural Design Technology 312 classes to support PSLO's #1-5.

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**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devise process
- Other

**Who will be responsible for developing new assessment tool:**

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**Who will be responsible for collecting/summarizing:**

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**Follow up meeting needed? If so, where will it be held?**

- Other
Person Completing form: Howard Lewis

What critical student learning issue(s) and associated SLO's assessed?
Students who lack basic skills such as public speaking.

Program Level Focus:
Life long learning.

Identify course(s)/activit(ies) being assessed:
Students ability to make a short sales presentation on a topic of interest. This will be done in AGB300 and AGB330, and a similar project in AGB331.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/ final summative assessment
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
The instructor.

Who will be responsible for collecting/summarizing:
The instructor.

Followup meeting needed? If so, where will it be held?
N/A

Other
N/A
Person Completing form: Howard Lewis

What critical student learning issue(s) and associated SLO’s assessed?
Current students successfully filling out a job application and having a current resume.

Program Level Focus:
Life long learning.

Identify course(s)/activit(ies) being assessed:
AGB 300-Introduction to Agriculture Business.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products ***
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
NA

Who will be responsible for collecting/summarizing:
The instructor.

Followup meeting needed? If so, where will it be held?
NA

Other
NA
What critical student learning issue(s) and associated SLO's assessed?
Having students understand the direct impact that agriculture has on the economy of their community and the state.

Program Level Focus:
PSLO #1 of technical knowledge.

Identify course(s)/activity(ies) being assessed:
AGB 321 along with AGB 300

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
NA

Who will be responsible for collecting/summarizing:
The instructor.

Followup meeting needed? If so, where will it be held?
N/A

Other
N/A
Person Completing form: Howard Lewis

What critical student learning issue(s) and associated SLO’s assessed?
Students working on basics skills from mathematics, English and communications that needs to be utilized to succeed in all courses and for transfer students. The choice for the fall 2010 is simple math used in Animal Science

Program Level Focus:
Basic Skills-mathematics

Identify course(s)/activity(ies) being assessed:
Every course has a basic skill component with Animal Science 300 the selected course for this specific assignment. Each course has a math component in it but the ANSCI 300 will be the selected course for assessment. I plan on having students develop a feed formula using Pearson’s square for simple algebraic equations. Students will be able to develop a cost for a feed ration and determine the amounts of each feed ingredient solving for a certain percentage of protein.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
I will utilize the given formula for Pearson’s square and develop my own problem set for review and testing.

Who will be responsible for collecting/summarizing:
The instructor will be collect the assessment through handouts in the courses along with an exam on the topic material

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Howard Lewis

What critical student learning issue(s) and associated SLO's assessed?
Will be working on technical knowledge about filling out a job application with a letter of interest.

Program Level Focus:
PLSO 1 Technical knowledge

Identify course(s)/activity(ies) being assessed:
Will do so in my AGB 300 course.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products ***
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
None.

Who will be responsible for collecting/summarizing:
The instructor will do so in the spring class.

Followup meeting needed? If so, where will it be held?
No.
Person Completing form: Drew Carlson

What critical student learning issue(s) and associated SLO’s assessed?
Finding ways to encourage students to do reading assignments.

Program Level Focus:
Reading participation.

Identify course(s)/activity(ies) being assessed:
AMT 302 Automotive Electrical Systems.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
No tools needed.

Who will be responsible for collecting/summarizing:
The course instructors.

Followup meeting needed? If so, where will it be held?
No.

Other
SLO Assessment Report (Planning Form)

Person Completing form: Amanda Paskey

What critical student learning issue(s) and associated SLO’s assessed?
We have found that students are having difficulty when it comes to taking and preparing for exams and quizzes in our core courses. Students are unable to outline essay questions, write answers to short answer questions and don’t know where to begin when preparing for exams. We have also found that students are not prepared for course discussions because they have not completed the required reading.

Program Level Focus:
We will be focusing on PSLO-3.

Identify course(s)/activ(ies) being assessed:
We will be assess ANTH 300 and 310 this semester, as these are our core courses, with the greatest number of students enrolled.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
We will be implementing new technology (i-clickers) and revamping traditional assessment tools.

Who will be responsible for collecting/summarizing:
All ANTH faculty members will collect data, and the FT members of the department will summarize the results at the end of the fall semester.

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Amanda Paskey

What critical student learning issue(s) and associated SLO’s assessed?
All of our courses require that students have a mastery of the English language to be able to communicate their understanding of the material both written and orally. We find that while many students have grasped the basic concepts, many simply cannot express themselves clearly to convey their understanding. Related to this, our subject demands that students be able to complete research, library, outside or their own field research. Many of our students have not been exposed to opportunities to practice these skills.

Program Level Focus:
We would like to focus on all the items mentioned above. The main issues are encapsulated in two P-SLOs. P-SLO2 is “Clearly express self when writing or speaking”, and P-SLO 6 is “Employ information gathering tools to investigate Anthropoogical ideas”. We will explore and assess these two areas.

Identify course(s)/activity(ies) being assessed:
The following courses will be used to assess these P-SLOs: ANTH 300, 303, 310, 316 and 332. All faculty, both full time and adjunct will be asked to participate in this assessment activity.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
All Anthropology faculty will assess these SLOs in their courses and gather data. Results will be shared at Spring convocation.

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Yoshio Taylor, Margaret Woodcock, Jeff Kimbler

**What critical student learning issue(s) and associated SLO's assessed?**

"In all studio 2-D courses, students are required to demonstrate their ability to consistently apply sighting and measuring as well as create a range of values to more accurately render an objects form and its relationship to other forms. Consistency and self-evaluation are important skills to ensure that student's are able to correct problem areas in their drawing, painting or print designs etc. and to move into more complex compositions. In our 3-D wheel throwing courses, students are not demonstrating the ability to be consistent in the application of the techniques demonstrated for a more integral and strong form. They eliminate steps or processes that affect the final product's structure."

**Program Level Focus:**

These skills fall into our P-SLO #1: Student will acquire physical skill/dexterity with a discipline.

**Identify course(s)/activity(ies) being assessed:**

"For 2-D courses, Margaret will focus on ART 300: Elementary Drawing and Composition and Jeff will focus on Art 305: Figure Drawing and Composition. For 3-D courses, Yoshio will focus on his two Art 394: Wheel Throwing sections."

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need nelp devising instrument/process
Other

**Who will be responsible for developing new assessment tool:**

Each instructor will create the assessment rubric for their course project or performance.

**Who will be responsible for collecting/summarizing:**

Margaret Woodcock

**Followup meeting needed? If so, where will it be held?**

No.

Other
What critical student learning issue(s) and associated SLO's assessed?
Many students appear to have a natural fear of speaking publicly. This impacts their ability to speak well in front of their peers about art, whether it is a critique in a Studio Art class where they are discussing their own or another students' art, or discussing art publicly in an Art History class.

Program Level Focus:
Art History (Anni Trent) and Studio Arts (Margaret Woodcock & Jeff Kimbler) will assess Program SLO#2: "Student will gain the ability to discuss works of art publicly."

Identify course(s)/activity(ies) being assessed:
ART320 will be assessed by Jeff Kimbler ART300 will be assessed by Margaret Woodcock ART309 and ART312 will be assessed by Anni Trent

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other ***

Who will be responsible for developing new assessment tool:
Margaret Woodcock will contact Jeanne Redman for assistance in designing an assessment tool

Who will be responsible for collecting/summarizing:
Jeff Kimbler

Followup meeting needed? If so, where will it be held?
Yes in two weeks

Other
What critical student learning issue(s) and associated SLO’s assessed?

"The following pertain only to the P-SLO below: Students do not like reading texts; some of them are slow readers and/or have difficulty understanding the content; yet reading comprehension is an essential part of utilizing sources for writing class papers. Students often do not know how to find scholarly sources or how to cite them correctly. They also do not understand the concept of a paper 'thesis.' "

Program Level Focus:

"*choose and apply a variety of informational resources for research. P-SLO #6 "

Identify course(s)/activity(ies) being assessed:

"ARTH 332 Asian Art "

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:

Anni Trent

Who will be responsible for collecting/summarizing:

Anni Trent

Followup meeting needed? If so, where will it be held?

no meeting planned at this date

Other
Person Completing form: Julie Oliver

What critical student learning issue(s) and associated SLO’s assessed?
Understanding that information from the text comes from real data; application of current data to making future experimental predictions; developing sufficient controls in classical experiments; ability to take 2D images to understand 3D images; interpretation of graphs and tables; lacking communication skills; ability to draw conclusions

Program Level Focus:
P-SLO 1 Students will be able to demonstrate understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.

Identify course(s)/activity(ies) being assessed:
BIO 102—students will generate hypotheses and apply the scientific method to BIO 400/430—students will generate hypothesis develop methods to test them and analyze the data in a scientific inquiry lab
BIO 431—students will apply the scientific method to analyzing the data from an ECG lab BIO 307/310/400—students will apply the scientific method including determining all types of controls for an experiment BIO 410/420—students will find an original article with data whose findings are included in the botany/zooLOGY textbook BIO 440—students will be able to review current scientific data to understand how the new data builds on current knowledge

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation ***
Assessment of student products ***
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Each full time faculty member will determine the best way to assess the PSLO in their Fall 2010 courses.

Who will be responsible for collecting/summarizing:
Each full time faculty member will collect data in their Fall 2010 classes.

Followup meeting needed? If so, where will it be held?
Not needed

Other
What critical student learning issue(s) and associated SLO’s assessed?
The most critical student learning issue is their inability to communicate clearly and concisely using appropriate biological terminology.

Program Level Focus:
P-SLO 2 Students will be able to express themselves clearly when writing or speaking about biology, demonstrating knowledge of basic biological terminology and understanding of major biological concepts. This includes the ability to produce: (1) Laboratory reports which address background information, procedures, results, and analysis of data developed during a laboratory exercise or inquiry report (2) Essays explaining biological processes in clear and concise terms.

Identify course(s)/activity(ies) being assessed:
"100 -- dropbox assignment 310 -- lab report 400 -- lab report 410 -- lab report 420 -- lab report 430 -- lab report 431 -- lab report 440 -- oral and written project report on published research"

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics ***
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
n/a

Who will be responsible for collecting/summarizing:
Each individual faculty member

Followup meeting needed? If so, where will it be held?
No.

Other
**What critical student learning issue(s) and associated SLO's assessed?**
We identified the perceived lack of ethics and morals in our students.

**Program Level Focus:**
Ethics

**Identify course(s)/activit(ies) being assessed:**
SLO 1: Ethics

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

***

**Who will be responsible for developing new assessment tool:**
N/A

**Who will be responsible for collecting/summarizing:**
E. Granquist

**Followup meeting needed? If so, where will it be held?**
No.
What critical student learning issue(s) and associated SLO's assessed?
Ethics. As a group, we have identified a need to evaluate our students understanding of ethics, both in an individual and business context. We identified this during our last convocation, but found that we did not have a clear understanding of our evaluation goals as a department. We have decided to analyze this SLO again with the use of "ethics exam."

Program Level Focus:
P-SLO 1.

Identify course(s)/activit(ies) being assessed:
RE 110; Bus 340, 341, and 320; Bustec 110, 304, 306; and, Econ 302, 304.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation ***
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion ***
- Need help devising instrument/process
- Other ***

Who will be responsible for developing new assessment tool:
E. Fagin and E. Granquist are developing an "Ethics Exam." The exam will be given to students and the results analyzed and evaluated.

Who will be responsible for collecting/summarizing:
E. Fagin and E. Granquist

Followup meeting needed? If so, where will it be held?
no
Person Completing form: Granquist

What critical student learning issue(s) and associated SLO’s assessed?
Student understanding of ke program concepts and skills.

Program Level Focus:
PSLO 2 Skills and Knowledge

Identify course(s)/activit(ies) being assessed:
We will be attempting to assess this PSLO in many different sections of BusTec, Business, Marketing, Management, Real Estate, and Economics.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Granquist

Who will be responsible for collecting/summarizing:
Granquist

Followup meeting needed? If so, where will it be held?

Other
### SLO Assessment Report (Planning Form)

**Semester:** Spring 2011  
**Department:** CAM  
**Members:** Cynthia Torres  

**Person Completing form:** Cynthia Torres

**What critical student learning issue(s) and associated SLO’s assessed?**

Students are lacking basic math skills and are unable to comprehend many of the principles required in culinary due to these skills.

**Program Level Focus:**

P-SLO 3: The student will demonstrate the basic mathematics principles for foodservice recordkeeping, baking procedures, and recipe conversions.

**Identify course(s)/activity(ies) being assessed:**

Cam 310- Recipe Conversions

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics
- Student self-assessments ***
- Capstone projects/final summative assessment
- Guided discussion ***
- Need help devising instrument/process
- Other ***

**Who will be responsible for developing new assessment tool:**

The basic recipe conversion given in the course textbook will be the assessment tool.

**Who will be responsible for collecting/summarizing:**

The instructor will guide and assess.

**Followup meeting needed? If so, where will it be held?**

No.

**Other**
SLO Assessment Report (Planning Form)

Date: 1/20/2012

Person Completing form: Dave Hodapp

What critical student learning issue(s) and associated SLO's assessed?
One of the most critical issues for student success in the Chemistry Program is communication. Students have difficulty demonstrating their understanding of chemical concepts. We will be looking at PSLO 2 this semester, Written Communication.

Program Level Focus:
We will be looking at PSLO 2 this semester, Written Communication.

Identify course(s)/activity(ies) being assessed:
CHEM 305, CHEM 306, CHEM 400, CHEM 401, CHEM 421

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Chemistry Faculty will work to develop several rubrics for assessing student's ability to write clearly about chemistry, demonstrating knowledge of basic chemical terminology and understanding of fundamental concepts.

Who will be responsible for collecting/summarizing:
Dave Hodapp

Followup meeting needed? If so, where will it be held?
The assessment strategy and tool will be developed during Chemistry Department meetings which are held on the 2nd and 4th Wednesdays.

Other
Person Completing form: Wendell Fishman, Carol Olsen, Sue Palm

What critical student learning issue(s) and associated SLO's assessed?
Students are lacking the ability to relate lessons taught with the required outcomes of their assignment. The students focus on individual steps rather than seeing the bigger picture.

Program Level Focus:
"We plan to focus on critical thinking issues specifically program learning outcomes: CIS Applications & Web P-SLO 2 CIS Database & Programming P-SLO 2 CIS Networking & Security P-SLO 3"

Identify course(s)/activity(ies) being assessed:
"CISA 305 (2-3 sections both on ground and online) CISP 300 (2 sections both on ground and online) CISW 400 (1 section)"

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:

Who will be responsible for collecting/summarizing:
Wendell Fishman, Carol Olsen, Sue Palm

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Marjorie Duffy

What critical student learning issue(s) and associated SLO's assessed?
Students often fail to pay attention to details in assignments and in communication. Students must not only take in all the components of the teacher's communication, but must tailor their responses to show that they have read and interpreted the instructions or communiqué.

Program Level Focus:
PSLO - 1. Communication Skills: Share information effectively using state-of-the-art technology. Receive and process written and oral information and prepare the appropriate response. Ask effective questions. Work effectively, individually, and as a member of a group.

Identify course(s)/activity(ies) being assessed:
Courses that will be assessed this semester include CISC 310, CISC 302, CISA 315, and CISP 400.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products ***
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need nelp devising instrument/process
Other ***

Who will be responsible for developing new assessment tool:
Marjorie Duffy

Who will be responsible for collecting/summaring:
Marjorie Duffy

Followup meeting needed? If so, where will it be held?
At CIS Department meeting on August 31 a reminder will be given to faculty who have agreed to assess this SLO this semester, along with the class that they have agreed to assess. Deadlines for their strategies and responses will be established.

Other
Person Completing form: Colette Harris-Mathews

What critical student learning issue(s) and associated SLO’s assessed?
During our conversation we discussed the concerns each department member is having regarding the quality of content in courses that meet the oral communication requirement. In particular we discussed citing sources and documentation of appropriate academic sources. We discussed the importance of teaching transfer level courses and expecting students to understand the nature of academic work required for our department.

Program Level Focus:
"PSLO 1-Oral Communication: Design and relate messages for effective and appropriate oral communication."

Identify course(s)/activit(ies) being assessed:
COMM 301, 311, 331, and 361 are courses which were identified in PrOF as meeting PSLO 1. The department will use one or more of the courses listed to assess PSLO 1.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation: ***
- Assessment of student products: ***
- Analysis of student creative work: **
- Exams, Quizzes, etc.: ***
- Grading of assignments based on rubrics: ***
- Student self-assessments: 
- Capstone projects/final summative assessment: 
- Guided discussion: 
- Need nelp devising instrument/process: 
- Other:

Who will be responsible for developing new assessment tool:
Individual faculty members will develop assessment tools for their course.

Who will be responsible for collecting/summarizing:
The Department Chair will collect the data. However, each individual department member will be asked to submit data for this report.

Followup meeting needed? If so, where will it be held?
No follow up meeting will be scheduled. However, a mid-semester email reminder will be sent reiterating our planning dialogue and assessment process.

Other:
What critical student learning issue(s) and associated SLO's assessed?
With the new growth in the Construction Program, to include new courses in Building Performance and Energy Assessment, the most critical student learning issues revolve around the new need for assessment. Students seek the fastest path to certification, but often are unprepared to succeed at the advanced level.

Program Level Focus:
I would like to take my informal assessment test and refine it and make it a more specific requirement into the program. PSLO #1 is aimed at getting students to understand realistic career goals, I think this assessment will assist us in that goal. It's also in my planning agenda.

Identify course(s)/activity(ies) being assessed:
PSLO #1- Career goals.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Ryan Connally will be responsible for creating and refining the entry assessment test.

Who will be responsible for collecting/summarizing:
Ryan Connally will be responsible for administering, grading, and summarizing the results of implementing a stronger pre-assessment into the program.

Followup meeting needed?  If so, where will it be held?
No.

Other
Person Completing form: Miriam Beloglovsky

What critical student learning issue(s) and associated SLO's assessed?
"Issues Impacting Students: A) Understanding Key Program Concepts: Knowledge and application of the child development theories and philosophies B) Professional Skill: Class attendance, writing skills, Assignment completion"

Program Level Focus:
The ECE department engaged in a dialog to create new assignments for two of our core classes ECE 314 and ECE 300. We connected the assignments to the SLO's to support our work. After a long discussion on attendance policies, we prepared a statement to be included in all the syllabus used by the ECE faculty. We realized that we all view the college attendance policy differently and agree to unify our statements.

Identify course(s)/activity(ies) being assessed:

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
After developing new SLO based assignments we will create grading rubrics.

Who will be responsible for collecting/summarizing:
Department Chair

Followup meeting needed? If so, where will it be held?
We met twice in the Spring semester and once during the summer. We are planning to meet every month during the fall semester.
Person Completing form: Matthew McHugh

What critical student learning issue(s) and associated SLO’s assessed?
Students lack the apical knowledge of the high professional standards that applied in the field of Emergency Medicine. Students need to be able to work and perform life saving skills learned in the Lecture and Lab components in the class to actual patient care. This care is applied in real life very stressful situations and allows them to practice maintaining professional standards in chaotic situations. In the past students clinical experience was too short to allow them enough practical experience to properly evaluate and master this component of the programs SLO.

Program Level Focus:
SLO #2: Demonstrate and incorporate professional values and standards for medical personal that the industry requires in pre-hospital emergency medicine. Implement and maintain professional appearance and conduct in all aspects of program activities. Perform patient assessment and care utilizing a team approach.

Identify course(s/activities) being assessed:
In EMT 100 the student complete a clinical component in the course where they work in the field in a 911 ambulance and in an ER/Trauma center. The hours of this compound has increased from 12 hours 5 years ago to over 36 hours the Fall 2010 semester. P-SLO #2 deals with the student demonstrating and increasing the professional values found in Emergency Medicine. The clinical hours have increase to allow the students more hands on practical experience to develop their professional in field and course. They will work next to experienced Paramedics and ER nurses. They will get rapid feedback from these medical professionals on how the students are performing their skills. To assess the studentâ€™s performance on this Professionals component we will develop a clinical packet that the students need to complete when they are in clinical. This packet will be filled out by the student and the Medics/RN at their clinical site. The pack will have student assessment on their performance and how they can improve to

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

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Who will be responsible for developing new assessment tool:
The new assessment clinical packet will be developed by Matthew McHugh and implemented this Fall 2010 semester and be applied by October 2010.

Who will be responsible for collecting/summarizing:
Matthew McHugh

Followup meeting needed? If so, where will it be held?
No. Matthew McHugh will review at the end of the course in Fall 2010.
What critical student learning issue(s) and associated SLO’s assessed?
*Our student success rate is below compatible sister college that teaches identical program. NREMT Pass Rate for 2010 EMT Program Name # Students Pass 1st Attempt Pass by 3rd Attempt Cosumnes River College 85 82% 89% Sierra Community College 249 86% 91% Students do not have adequate course time to learn and master information and skills in new National Educational standards. We updated curriculum in 2009 but did not account for the dramatic increase in new material required for student learning outcomes.*

Program Level Focus:
*SLO #1: The student will be able to demonstrate knowledge of current information they need to work in the field of emergency medicine as an EMT. •Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for appropriate emergency medical care. Identifying the symptoms/signs of a major medical and traumatic emergencies in a pre-hospital arena. •Recognize the indications and demonstrate the techniques for administering medications that are within the EMT-Basic scope of practice. •Utilize communicating, transporting, and record keeping skills with patient care.*

Identify course(s)/activity(ies) being assessed:
*X. PLANNING AGENDA and ACTION PLAN 1. Update and review curriculum for all EMT courses to meet new national standards. We will update curriculum to new national standards and restructure the EMT course to provide more lecture and lab time to facilitate improved student learning outcomes. Time table - implement by Fall 2012*
### What critical student learning issue(s) and associated SLO’s assessed?

1. Students must be able to draw correct shear and bending moment diagrams. 2. Students must express themselves clearly and precisely in writing. 3. Students must use consistent notation when working with phasors.

### Program Level Focus:

Items 1 and 3 are both outcomes contained in P-SLO 7, Professional Practice: Use techniques, processes, and tools needed in engineering practice.

### Identify course(s)/activity(ies) being assessed:

Item 1 will be assessed in ENGR 420 - Statics. Item 3 will be assessed in ENGR 400 - Circuits.

### How will you assess the effectiveness of these strategies this semester (Mark all that apply)

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- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other ***

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### Who will be responsible for developing new assessment tool:

N/A

### Who will be responsible for collecting/summarizing:

Mathias.

### Followup meeting needed? If so, where will it be held?

No.

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### Other
What critical student learning issue(s) and associated SLO’s assessed?

Students need to understand the steps in engineering design and appreciate the importance of each step. Students need to be able to perform each step in the process on their own design, culminating in a set of working drawings for their design. The working drawings are to be created using CAD (computer aided drafting/design) software.

Program Level Focus:
PSLO 3 Design - Design a simple object within constraints.

Identify course(s)/activity(ies) being assessed:
Assessment will be in ENGR 312 - Graphics.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation          ***
Assessment of student products ***
Analysis of student creative work ***
Exams, Quizzes, etc.
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
No new tools.

Who will be responsible for collecting/summarizing:
Mathias.

Followup meeting needed? If so, where will it be held?
N/A

Other
Person Completing form: Darlene Mathias

What critical student learning issue(s) and associated SLO’s assessed?
Students must conduct experiments according to instructions, acquire data, analyze and interpret data. They must clearly communicate their findings in well written technical documents.

Program Level Focus:
"These learning issues are included in P-SLO 2 Conduct experiments, analyze and interpret data, and P-SLO 6 Communicate effectively"

Identify course(s)/activity(ies) being assessed:
ENGR 412 (Properties of Materials) is the only engineering course in which students conduct experiments. (They also conduct experiments in physics classes.) ENGR 412 is also the only engineering course that requires significant technical writing. Therefore, the two P-SLOs will be assessed in ENGR 412.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
No new tool is needed.

Who will be responsible for collecting/summarizing:
Darlene Mathias

Followup meeting needed? If so, where will it be held?
None needed.

Other
What critical student learning issue(s) and associated SLO’s assessed?
Understanding the connection between reading and writing. Reading Procees. Basic study skills.

Program Level Focus:
The connection between reading and writing.

Identify course(s)/activity(ies) being assessed:
PAESLO 2: Enable students to recognize the ethical implications of various modes of communication and the need to use this knowledge responsibly.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
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- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
At present we feel the above checked assessment tools are adequate for our proposal.

Who will be responsible for collecting/summarizing:
All professors who teach ENGRD 14, 15, 110 will be responsible for collecting and summarizing the assessment results prior to the next convocation.

Followup meeting needed? If so, where will it be held?
We will meet as needed as we are small program. We speak with one another all the time and meet informally on this matter.
Person Completing form: N. Hom

What critical student learning issue(s) and associated SLO’s assessed?
MLA Citations and Avoiding Plagiarism

Program Level Focus:
MLA Citations and Avoiding Plagiarism P-SLOs 2, 3, and 4 (Ethics, Critical Thinking, and Analytical Thinking)

Identify course(s)/activit(ies) being assessed:
All courses as avoiding plagiarism is relevant in each course

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation ***
Assessment of student products ***
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Guided discussion ***
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
Norman Hom, Department Chair

Followup meeting needed? If so, where will it be held?
No

Other
**Person Completing form:** Norman Hom

**What critical student learning issue(s) and associated SLO’s assessed?**
communication, citing, critical reading, critical thinking, idea development

**Program Level Focus:**

*Idea Development: This is a key concept, and it relates to the following SLO’s, all of which we will be assessing: 1) become self-reliant, evaluative readers and writers, able to use critical thinking skills to read and write effectively and in academic and workplace settings. (P-SLO #3: Critical thinking) 2) develop academic literacy skills, to utilize reading and writing processes, to find and comprehend information, and to apply that knowledge in myriad rhetorical situations. (P-SLO #4: Analytical thinking) 3) obtain the necessary reading and writing skills for university-level courses. (P-SLO #5: Communication)*

**Identify course(s)/activit(ies) being assessed:**
Idea development is essential to all of our writing courses.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

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**Who will be responsible for developing new assessment tool:**
N/A

**Who will be responsible for collecting/summarizing:**
Norman Hom

**Followup meeting needed? If so, where will it be held?**
No

**Other**
Person Completing form:  N. Hom

What critical student learning issue(s) and associated SLO's assessed?
Students' lack of effective communication

Program Level Focus:
Students' lack of effective communication, related to PSLO 1 (Diversity), 2 (Ethics), 3 (Critical Thinking), 4 (Analytical Thinking), and 5 (Communication)

Identify course(s)/activity(ies) being assessed:
We will look at the range of ENGWR classes (41, 51, 101, 300, 301, and 302), as they all utilize forms of communication. We plan on looking at things like writing, presentations, discussion groups, journals, projects, and tests/quizzes.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation  

- Assessment of student products  

- Analysis of student creative work  

- Exams, Quizzes, etc.  

- Grading of assignments based on rubrics  

- Student self-assessments  

- Capstone projects/final summative assessment  

- Guided discussion  

- Need help devising instrument/process

Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
Norman Hom, Department Chair

Followup meeting needed?  If so, where will it be held?
No

Other
SLO Assessment Report (Planning Form)

Person Completing form: J. Francisco

What critical student learning issue(s) and associated SLO’s assessed?
Exposure to English outside of class. Lack of contact with native speakers. Study skills and busy lives outside of class. Student errors.

Program Level Focus:
ESLW PSLO3: Apply error connection strategies to address personal, repetitive weaknesses in writing. ESLL PSLO6: Demonstrate ability to independently apply skills learned to own oral communication.

Identify course(s)/activity(ies) being assessed:
W20 W30 W40 W50 W310 w320 L30 L40 L50 L310 L320

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics ***
- Student self-assessments ***
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
No.

Who will be responsible for collecting/summarizing:
J. Francisco

Followup meeting needed? If so, where will it be held?
No.

Other
SLO Assessment Report (Planning Form)

Person Completing form: Rick Boeck, Rubina Gulati

What critical student learning issue(s) and associated SLO’s assessed?
Student understanding of the ethical principles that guide work in the mass media and provide guidance for the study of mass media practitioners.

Program Level Focus:
"JOUR PSLO #7: Apply ethical principles in pursuit of truth, accuracy, fairness, and diversity. FMS PSLO #7: Explain the processes, current structure, and ethical norms of American media."

Identify course(s)/activity(ies) being assessed:
We will assess JOUR 310/RTVF 300 and JOUR 300.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
We will current assignments as the basis of our assessment. No new tools are needed at this time.

Who will be responsible for collecting/summarizing:
Both Rick Boeck and Rubina Gulati

Followup meeting needed? If so, where will it be held?
No.

Other
Person Completing form: Scott Crosier

**What critical student learning issue(s) and associated SLO’s assessed?**

"One of our critical issues is that the individual course SLOs are not complete."

**Program Level Focus:**

"Without complete Course SLOs it is difficult to assess overall Program SLOs. Our plan does not include any individual P-SLO, rather to coordinate our course SLOs with our program SLOs. We determined the remaining courses that needed to have the curriculum updated and divided the work among the department. Effectively reaching 100% completion of the course SLOs will demonstrate successfully reaching this plan. We do not believe that we need additional support to reach this goal. In the fall semester convocational SLO dialog, we hope to be reporting on our successful completion of the course SLOs."

**Identify course(s)/activity(ies) being assessed:**

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**

**Who will be responsible for collecting/summarizing:**

**Followup meeting needed? If so, where will it be held?**

**Other**
Person Completing form: Scott Crosier, Debra Sharkey

What critical student learning issue(s) and associated SLO’s assessed?
After completing our course SLOs, this semester we are meeting regularly to align our course SLOs with our program SLOs. As part of this process we will identify appropriate methods of assessment at course level to fulfill program SLOs.

Program Level Focus:
The above project is a necessary precursor for our department to align new course SLOs with existing program SLOs and to revise/edit these as necessary. This will position us to begin integrated course and program SLO assessment in Spring 2012 in a more efficient manner.

Identify course(s)/activity(ies) being assessed:
Please see above. We will resume traditional PLSO assessment in Spring 2012.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
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- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
We will develop a planning diagram that links individual course SLOs to program SLOs.

Who will be responsible for collecting/summarizing:
Scott Crosier and Debra Sharkey.

Followup meeting needed? If so, where will it be held?
Yes, we will meet on Thursday afternoons beginning next week (Aug. 25th) until this project is complete.

Other
Person Completing form:  Jackson

What critical student learning issue(s) and associated SLO's assessed?
PSLO-1

Program Level Focus:
PSLO-1

Identify course(s)/activ(ies) being assessed:
GEOG 300 Integrate Google Earth Do they know what it is? GEOL 305 GIS Can they use it? GEOG 305 Weather Station Can they tie it to understanding process? GEOG 331 GPS Some tools could be used, some not.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Individually develop test questions, quizzes, and lab activities.

Who will be responsible for collecting/summarizing:
Individually report results.

Followup meeting needed? If so, where will it be held?
Probably not (but review at next convocation).

Other
**Person Completing form:**  Renee Roeschen-Bradley

**What critical student learning issue(s) and associated SLO’s assessed?**
Students are unable to apply correct CPT codes to patient records

**Program Level Focus:**
Students should be able to analyze patient records for appropriate diagnosis and procedures performed and to apply correct CPT procedure codes. Program SLO # 4

**Identify course(s)/activity(ies) being assessed:**
HIT 123- supports PSLO # 4. Student’s success in proper CPT coding will be facilitated by requiring students to apply CPT codes to numerous, practice, real-world patient records. There will be more focus in the curriculum on how to analyze a chart for appropriate diagnosis and procedures, and emphasis will be placed on utilizing the necessary steps required for correct coding.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

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**Who will be responsible for developing new assessment tool:**
N/A, will use existing assessments.

**Who will be responsible for collecting/summarizing:**
Renee Roeschen-Bradley

**Followup meeting needed? If so, where will it be held?**
No

**Other**
**SLO Assessment Report (Planning Form)**

| Semester: | Fall 2010 | Department: | HIT | Members: | Renee Roeschen-Bradley |

**Person Completing form:** Renee Roeschen-Bradley

**What critical student learning issue(s) and associated SLO's assessed?**
Students are unable to apply correct CPT codes to patient records.

**Program Level Focus:**
Students should be able to analyze patient records for appropriate diagnosis and procedures performed and to apply correct CPT procedure codes. Program SLO # 4

**Identify course(s)/activity(ies) being assessed:**
HIT 123 supports PSLO # 4. Student’s success in proper CPT coding will be facilitated by requiring students to apply CPT codes to numerous, practice, real-world patient records. There will be more focus in the curriculum on how to analyze a chart for appropriate diagnosis and procedures, and emphasis will be placed on utilizing the necessary steps required for correct coding.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**
N/A

**Who will be responsible for collecting/summarizing:**
Renee Roeschen-Bradley

**Followup meeting needed? If so, where will it be held?**
No

**Other**
Person Completing form: Renee Roeschen-Bradley

What critical student learning issue(s) and associated SLO’s assessed?
Key concept: Student understanding of health statistics. A.S. HIT: SLO 1: Students will demonstrate an understanding of health statistics, biomedical research, and quality management.

Program Level Focus:
Students will demonstrate understanding of hospital reporting statistics, specifically census day counts. • PSLO #1 Recognize and apply the knowledge and skills necessary to pass the national Registered Health Information Technician (RHIT) examination.

Identify course(s)/activity(ies) being assessed:
HIT 130 Health Statistics

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion ***
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
"Renee Roeschen-Bradley
Spring 2012"

Who will be responsible for collecting/summarizing:
Renee Roescheen-Bradley

Followup meeting needed? If so, where will it be held?
No

Other
What critical student learning issue(s) and associated SLO’s assessed?
The ability to master Plant Identification through on site plant analysis, off site plant part (leaf, flower, fruit, bark, etc.) analysis, and/or plant characteristic descriptive information.

Program Level Focus:
"Plant Identification: C-SLO: Assess, evaluate, and implement the principles and practices of plant identification and use. PSLO 1: Job Market Preparation - Compete in the job market in the landscape design, construction, grounds maintenance, and nursery field of horticulture. PSLO 2: Licensing and Certification Preparation - Prepare students to be successful on California State and/or professional horticulture association licensing and/or certification exams. PSLO 3: Technical Expertise - Provide the necessary technical horticultural knowledge and skills to operate a small horticulture business. PSLO 4: Transfer -

Identify course(s)/activity(ies) being assessed:
"Courses: Hort 305, 306, and 307. Course used for this planning report is Hort 305: Plant Identification - Fall Selections. PlantMaster plant database software will be made available to students to utilize as an optional course supplement to the course materials. Course activities that will be strengthen include plant identification laboratory exercises, plant collection procedures, and identification practice exams made available through the eLearning online learning platform. Random, on-site identification exercises and group activities will also be incorporated."

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work ***
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments ***
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Weekly plant identification exams shall be revised to emulate the certification exams given by state agencies and professional associations.

Who will be responsible for collecting/summarizing:
Dave Andrews shall collect and summarize the assessment results prior to the next convocation.

Followup meeting needed? If so, where will it be held?
No; Horticulture is a single person department.
SLO Assessment Report (Planning Form)

**Person Completing form:** Dave Andrews

**What critical student learning issue(s) and associated SLO’s assessed?**

The most critical student learning issues for horticulture courses that include a hands-on laboratory component have historically been the availability of industry standard tools and equipment to learn how to safely operate and utilize for daily horticultural operations. The lack of equipment has impacted greatly the landscape construction, maintenance, and nursery operations courses. Students understand key concepts verbally, but are unable to experience the variables that can affect landscape and nursery operations when actually operating tools and equipment. As a result, students struggle to master skills essential for success in subsequent courses, as well as gaining advanced employment in the horticulture industry.

**Program Level Focus:**

1. Improve tool and equipment training and extend the experience (hands-on time) with tools and equipment.
2. Provide scenarios that mirror real landscape situations so as to provide students the opportunity to properly select and safely operate appropriate tools and equipment.
3. Horticulture is a single person department.

**Identify course(s)/activity(ies) being assessed:**

Hort 324: Sustainable Landscape Maintenance will serve as the course to assess the related PSLOs. Laboratory activities will be rewritten and enhanced to make best use of the facilities and equipment that the department currently has available. Equipment operator's manuals will be included as training materials. Course labs will be revised to provide the maximum amount of time for hands-on experience. Student self-assessments will be included to provide feedback on strengths and weakness of safe and effective tool and equipment selection and use.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)?**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**

The ability of the program to effectively teach equipment operation needs to be assessed.

**Who will be responsible for collecting/summarizing:**

Dave Andrews shall collect and summarize the assessment results prior to the next convocation.

**Follow up meeting needed? If so, where will it be held?**

No; Horticulture is a single person department.

**Other**
What critical student learning issue(s) and associated SLO's assessed?
A critical learning issue for landscape irrigation students is the ability of students to understand irrigation hydraulics and utilize friction data to design an efficient landscape irrigation system. This is an essential skill for landscape designers, contractors, and maintenance professionals.

Program Level Focus:
1. Understanding the key concepts of irrigation hydraulics. 2. Mastering the use of hydraulics and friction loss to design efficient landscape irrigation systems. PSLO 3: Technical Expertise - Provide the necessary technical horticulture knowledge and skills to operate a small horticulture business. PSLO 5: Skill Development - Basic and advanced skill improvement.

Identify course(s)/activit(ies) being assessed:
The course used for this assessment is Hort 350: Landscape Irrigation.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
The department will utilize the existing assessment tools: The course final exam, and the course final project.

Who will be responsible for collecting/summarizing:
Dave Andrews shall collect and summarize the assessment results prior to the next convocation.

Followup meeting needed? If so, where will it be held?
No; Horticulture is a single person department.
Person Completing form: Hoyt Fong

What critical student learning issue(s) and associated SLO's assessed?
*Understanding and provide the field of human and social services in both the public and private sectors. Cultural awareness and sensitivity needed to respectfully serve the diversity of service population. Assessing the needs of clients and providing appropriate referral for them. Using introspection to increase self-awareness. Recognizing and demonstrating appropriate boundaries and ethical standards of the field. Using counseling and case management skills needed to assist and advocate for clients.*

Program Level Focus:
P-SLO-1, P-SLO-2, P-SLO-3, P-SLO-4, P-SLO-5

Identify course(s)/activity(ies) being assessed:
*P-SLO-1: HSERV 300, classroom presentation P-SLO-2: HSERV 360, cultural taboo research paper P-SLO-3: HSERV 360, case management assignment and HSERV 300, class project P-SLO-4: HSERV 302, journals and final exam P-SLO-5: HSERV 350, case studies and exam *

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

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<thead>
<tr>
<th>Assessment Method</th>
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<tr>
<td>Direct Observation</td>
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<td>Assessment of student products</td>
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<td>Guided discussion</td>
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<tr>
<td>Need help devising instrument/process</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Who will be responsible for developing new assessment tool:
Hoyt Fong

Who will be responsible for collecting/summarizing:
Hoyt Fong

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Kim Codella

What critical student learning issue(s) and associated SLO’s assessed?
For this exercise Professor Moore and I decided to concentrate on student readings of supplemental material outside of class which enhance understanding of material presented in the classroom. These are materials that are not included in the textbook, such as essays, poems or articles. In a nutshell students often do not read outside of class, but instead depend upon solely on lecture notes and the textbook. This puts the student at a disadvantage and impedes the student’s ability to synthesize materials from different sources or art forms.

Program Level Focus:
“This exercise relates well to the P-SLO-1 “Program will provide an academic environment where multiple disciplines (i.e., history, art appreciation, music appreciation, and philosophy) are synthesized.” This exercise also relates addresses PSLO-2, “Program will emphasize cross-cultural links between multiple Humanities disciplines, emphasizing commonalities of human expression between different cultures and shared ideas about the human experience.”

Identify course(s)/activity(ies) being assessed:
Both professors use the play Hamlet in their courses, so we decided that this shared content would be the focus of our assessment. P-SLO-1 Maureen covers the play in her Modern Humanities class (HUM 310), and I use it in my Introductory Humanities class (HUM 301). In both instances students find that play approachable, but often cannot address or explore its greater significance. For example in HUM 310: the significance of Hamlet as a vehicle for exploring the ideas of the Northern Renaissance in England in the 17th century, while in HUM 301: Hamlet is used to explore the revival of Greek tragedy and drama during the lifetime of Shakespeare. Students must relate the play to the components of Greek drama and tragedy as described by Aristotle in his work “Poetics.” P-SLO-2 Commonalities between Hamlet’s predicament and the Human condition are explored. “Damned if you do, damned if you don’t.” Also students must be able to relate Greek tragedy and dramatic progression to its appearance in Hamlet.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Both professors participated in the assessment, which was simple. Does the addition of handout material, essays and key terms with subsequent quizzing on those outside sources lead to a better understanding of Hamlet in class and on exams.

Who will be responsible for collecting/summarizing:
Both Professor Moore and Professor Codella collected data. Fall 2010- Spring 2011.

Followup meeting needed? If so, where will it be held?
Yes, informally.

Other
**Person Completing form:**  Lora Stewart

**What critical student learning issue(s) and associated SLO's assessed?**

Students failing to retain prerequisite skills. Problem solving skills are poor. Poor organization of pertinent material. Missing the connection between mathematical concepts. Inability to integrate concepts. They don't want to think--just rote learning.

**Program Level Focus:**

PSLO 1 Students failing to retain prerequisite skills.

**Identify course(s)/activity(ies) being assessed:**

MATH 335, 370 Give entrance and exit test

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.  ***
- Grading of assignments based on rubrics  ***
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**

Already done last semester by group.

**Who will be responsible for collecting/summarizing:**

Collection: Lora + Maha Summarizing: Roy, Susan

**Followup meeting needed? If so, where will it be held?**

No; we will communicate via email.

**Other**
Person Completing form: Mike Yarbrough

What critical student learning issue(s) and associated SLO's assessed?

Program Level Focus:

Identify course(s)/activity(ies) being assessed:

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work **
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments ***
- Capstone projects/final summative assessment ***
- Guided discussion ***
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
20/30=Mike 100/120/125=Camille 335/370=Lora 400's=Lap

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Kimberly Williams-Brito

What critical student learning issue(s) and associated SLO’s assessed?
1) Students struggle with basic computational skills and number sense. 2) Students struggle with applying algebra concepts (solving equations, for example) in a variety of contexts. i.e. word problems. 3) Students struggle with deciding which technique to use in a given situation.

Program Level Focus:
P - SLO 1, P - SLO 2

Identify course(s)/activity(ies) being assessed:
Each of us will identify assessment problems in our Math 100 and Math 125 and Math 120 courses. Then will each assess students (by quiz or test) at the beginning and then later or near the end of the semester will bring our problems and results to the next meeting to share with the others.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/summative assessment ***
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
We'll check in with each other at our 1st dept mtg Jan 21.

Who will be responsible for collecting/summarizing:
Each teacher will summarize his/her own results.

Followup meeting needed? If so, where will it be held?
No, but see part a.

Other
Person Completing form: S. Quirarte

What critical student learning issue(s) and associated SLOs assessed?
Students failing to retain prerequisite skills. Problem solving skills are poor. Poor organization of pertinent material. Missing the connection between mathematical concepts. Inability to integrate concepts. They want rote learning and don’t want to think.

Program Level Focus:
Revised PSLO 1 assessment. Students failing to retain prerequisite skills.

Identify course(s)/activity(ies) being assessed:
Math 335/370

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
The group revised the assessment.

Who will be responsible for collecting/summarizing:
Roy & Lora

Followup meeting needed? If so, where will it be held?
No, communicate via e-mail.

Other
Person Completing form:

What critical student learning issue(s) and associated SLO’s assessed?
The ability to read, understand, translate & symbolize word problems in context of real world situations/applications.

Program Level Focus:
Math PLSO: 2 ) Apply Mathematical terminology, symbols, operations, and problem-solving techniques in a variety of contexts and at a course-appropriate level.

Identify course(s)/activity(ies) being assessed:
Math 20/30 - applications problems throughout

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion ***
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Jorge Baca -> at each exam.

Who will be responsible for collecting/summarizing:
Jorge Baca

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: C. Erickson

What critical student learning issue(s) and associated SLO’s assessed?
"P SLO-1 Numeracy (estimating) - Students struggle with basic computational skills, estimation skills, and number sense."

Program Level Focus:
PSLO - 1 (numberacy, estimation)

Identify course(s)/activity(ies) being assessed:
We will assess estimation skills (adding fractions, plotting on number line) in Math 30 (Cindy E and Kim Williams-Brito) and assess Math 100 and 120 (Kim and Loi)

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
We'll check in with each other and during semester and next Flex.

Who will be responsible for collecting/summarizing:
Each of us will summarize his/her own results.

Followup meeting needed? If so, where will it be held?
Kim & Loi will decide on their questions next week.

Other
Person Completing form: Ron Bretienbach

What critical student learning issue(s) and associated SLO’s assessed?
Understanding Key Concept, such as applying integration.

Program Level Focus:
P-SLO 2 Applying Mathematical Terminology and Problem Solving Techniques.

Identify course(s)/activit(ies) being assessed:
Math 400 / 401

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Lap Ly. Fall 2012

Who will be responsible for collecting/summarizing:
Lap Ly

Followup meeting needed? If so, where will it be held?
Yes, Spring 2012

Other
Person Completing form:  S. Quirarte

What critical student learning issue(s) and associated SLO’s assessed?
Students failing to retain pre-requisite skills. Problem solving skills are poor. Poor organization of pertinent material. Missing the connection between mathematical concepts. Inability to integrate concepts. They want role learning and don’t want to think.

Program Level Focus:
Revised PSLO 1 Assessment. Students failing to return prerequisite skills.

Identify course(s)/activit(ies) being assessed:
Math 335 / 370

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
The group revised the assessments.

Who will be responsible for collecting/summarizing:
Roy & Lora & Maha

Followup meeting needed? If so, where will it be held?
No, communicate via e-mail.

Other
What critical student learning issue(s) and associated SLO’s assessed?
Taking the initiative to critically evaluate information and apply to their personal and professional lives.

Program Level Focus:
Medical Assisting PSLO #3 - Develop life-long learning skills

Identify course(s)/activit(ies) being assessed:
This PSLO will be assessed in both the AH 120 Human Disease course and in MEDA 124. In AH 120 students are required to do internet research on various diseases for each chapter topic. In the reporting of their findings, a new question will be asked regarding the validity of the website used. In MEDA 124, students are required to gather patient education materials from the internet to be used in a mock clinic setting. The final product/brochure assessment will include verification that the internet resources used are from medically valid resources.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
A new assessment tool will be created for the MEDA 124 brochure project. It will need to be completed by mid-October.

Who will be responsible for collecting/summarizing:
Cori Burns

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Cori Burns

What critical student learning issue(s) and associated SLO's assessed?
Dosage calculations

Program Level Focus:
The PSLO that dosage calculations links to is 'performing the skills of a an entry-level Medical Assistant'

Identify course(s)/activit(ies) being assessed:
The skill will be assessed in MEDA 230.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
  
- Analysis of student creative work
  
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp deiving instrument/process

Other

Who will be responsible for developing new assessment tool:
I have created multiple in-class and out-of-class exercises for the students to practice calculations. These will be given until the entire class can pass the calculations quizzes at 100%

Who will be responsible for collecting/summarizing:
I will

Followup meeting needed? If so, where will it be held?
No

Other
SLO Assessment Report (Planning Form)

Person Completing form: Grant Parker

What critical student learning issue(s) and associated SLO’s assessed?
Critical learning skills in Music classes.

Program Level Focus:
"P-SLO 4 - Critical Learning Skills - Student will learn and use critical listening skills to discuss and critique musical works and performances through self analysis, ensemble participation and performance evaluation."

Identify course(s)/activity(ies) being assessed:

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work ***
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments ***
- Capstone projects/summative assessment ***

Guided discussion

Need help devising instrument/process

Other

Who will be responsible for developing new assessment tool:
The group (full time faculty - Grant Parker, Steven Coughran, Kathryn Smith, Kurt Erickson)

Who will be responsible for collecting/summarizing:
The group (full time faculty - Grant Parker, Steven Coughran, Kathryn Smith, Kurt Erickson)

Followup meeting needed? If so, where will it be held?
No.

Other
What critical student learning issue(s) and associated SLO’s assessed?

Examine the success rate for online NUTRI courses compared to face-to-face courses. We feel that many online students are unprepared for the rigor of online NUTRI courses. This affects student success.

Program Level Focus:
Increase success rates in online courses by enhancing the orientation materials for online students, which will include creating or acquiring access to an existing orientation module “PSLO: Demonstrate independent learning and effective communication skills

Identify course(s)/activity(ies) being assessed:
Fall 2010 - NUTRI 300 & 340 (baseline) Spring 2011 – NUTRI 300 & 340 (comparison â€“ with intervention).

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/summative assessment
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
A student survey will be developed by NUTRI Professors Dana Wassmer and Timaree Hagenburger by Dec 16, 2011 for implementation at the conclusion of Spring 2011.

Who will be responsible for collecting/summarizing:
Dana Wassmer and Timaree Hagenburger

Followup meeting needed? If so, where will it be held?
Yes, a follow-up meeting will be scheduled for January 14, 2011.
SLO Assessment Report (Planning Form)

**Person Completing form:** Joseph P. Gee

**What critical student learning issue(s) and associated SLO's assessed?**
UNDERSTANDING OF KEY PROGRAM CONCEPTS: This SLO has been fully implemented and evaluated to my satisfaction in Pharm 300 Introduction to Pharmacy Practice. In addition to lectures, homework and examinations, students were required to visit a pharmacy and interview a working pharmacy technician to appreciate the overall scope of operation and duties performed in the process of processing a prescription. Students were asked to present their report in class to share with others their results of the field assignment from multiple practice environments (i.e. outpatient pharmacies, chain store pharmacies, institutional pharmacies, etc.). SKILLS THAT ARE ESSENTIAL TO SUCCESS FOLLOWING PROGRAM COMPLETION: During the past semesters, I observed that students in Pharm 310 & 320

**Program Level Focus:**
As stated above, I will focus on SKILLS THAT ARE ESSENTIAL TO SUCCESS FOLLOWING PROGRAM COMPLETION as the next SLO to assess this semester in Pharm 310 & Pharm 320 (Pharmacology of Therapeutic Agents) courses. The SLOs related to this issue are: SLO 1: Apply the federal, state, and local laws; regulations and professional standards to pharmacy practice. SLO 2: Analyze the role of the Pharmacy Technician in distributive pharmacy. SLO 3: Demonstrate knowledge of human anatomy and physiology and pharmacology. SLO 4: Perform math function, dosage calculation and compounding

**Identify course(s)/activity(ies) being assessed:**
Pharm 310 & Pharm 320 are both 4 units courses which therapeutic agents for the treatments of various disease states are discussed. The laboratory sessions will be devoted to proper dispensing of these medications and when applicable, pharmaceutical calculations will be demonstrated to determine total dose per day, total dose per prescription, and proportion of reagents and diluents needed for compounding. Specifically, students would be given weekly assignments which would involved pharmaceutical system of measurement, unit conversions, calculations using prescriptions and medication orders, oral and injectable dosage calculations, and dosage calculations for pediatric and geriatric patients. In addition, students will be required to know the corresponding Brand name to the generic name and the therapeutic usage of the 200 most commonly prescribed medications.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**
- Direct Observation ***
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments
- Capstone projects/final summative assessment ***
- Guided discussion ***
- Need nelp devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**
JOSEPH P. GEE
Assessment tool need to be finalized by end of Fall 2010.

**Who will be responsible for collecting/summarizing:**
JOSEPH P. GEE

**Followup meeting needed? If so, where will it be held?**
Other
What critical student learning issue(s) and associated SLO's assessed?

*My focus of assessment in academic year 2010 was to ensure students in Pharm 310 and Pharm 320 achieved the following: SLO-1: Apply the federal, state and local laws; regulations and professiona standards to pharmacy practice. SLO-2: Analyze the role of the Pharmacy Technician indistributive pharmacy. SLO-3: Demonstrate knowledge of human anatomy and physiology and pharmacology. SLO-4: Performmath function, dosage calculation and compounding. The following instruments were used to for assessment: 1. Direct observation. 2. Exams, Quizzes, etc. 3. Grading of assignments based on rubrics. 4. Capstone projects/final summative assessment 5. Guided discussion The students were able to achieved SLO 1,2&3 but were struggling to meet my expectations for SLO-4. The major reason was that there is

Program Level Focus:
Since Pharm 315 Pharmaceutical Calculation course will not be offered this semester, I will defer the assessment of SLO-4 until Spring 2012. I would like to assess the performance of Student performance in Pharm 310 Pharmacology this semester (who will NOT be given instructions on pharmaceutical calculations as the previous cohort) with respect to their comprehension on the subject of pharmacology alone. I wish to demonstrate that separating instructions on pharmacology and pharmaceutical calculation in two different courses would provide students a better learning environment to achieve all the stated SLOs.

Identify course(s)/activit(ies) being assessed:
*SLO-1: Apply the federal, state and local laws; regulations and professiona standards to pharmacy practice. SLO-2: Analyze the role of the Pharmacy Technician indistributive pharmacy. SLO-3: Demonstrate knowledge of human anatomy and physiology and pharmacology. *

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc. ***
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
I will compare student average grades from previous semesters to students grades from current semester Fall 2011.

Who will be responsible for collecting/summarizing:
Joseph P. Gee

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Chuck Van Patten

**What critical student learning issue(s) and associated SLO's assessed?**
Developing Critical Thinking Skills

**Program Level Focus:**
Grading Standards are consistent w/ our SLO's, so Both

**Identify course(s)/activity(ies) being assessed:**

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

- [ ] Developing Critical Thinking Skills

**Who will be responsible for developing new assessment tool?**

**Who will be responsible for collecting/summarizing?**

**Followup meeting needed? If so, where will it be held?**

*All department members constantly assess by grading. Note: Both program SLO's & Course SLO's are based on the standards of philosophy; so, by evaluating the standards we continue to assess both program & course SLO's*

Other
SLO Assessment Report (Planning Form)

Person Completing form: Patty Felkner

What critical student learning issue(s) and associated SLO’s assessed?
Students haven’t purchased a text - they accept a superficial experience - language barrier - don’t know terminology - some don’t have the equipment (ie computers or cameras), so access is an issue.

Program Level Focus:
PSLO #1 Technical and Asthetic Expertise We would like to focus on technical / aesthetic expertise. The issue we have chosen is our students superficial understanding of imagery.

Identify course(s)/activity(ies) being assessed:
The courses we will target are: PH. 301 (Jim), PH. 360 (Kat) & PH. 420 (Patty). Our activity will be to present an historically significant photograph to all of these courses & have the students interpret its meaning (both orally & written). We will then guide them into a discussion about its deeper meaning. When appropriate, this image will also serve as the basis for a studio assignment.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products ***
Analysis of student creative work ***
Exams, Quizzes, etc.
Grading of assignments based on rubrics ***
Student self-assessments ***
Capstone projects/final summative assessment ***
Guided discussion ***
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
The tool is not new, but we will be consistently applying the same image in all 3 courses.

Who will be responsible for collecting/summarizing:
The department - Kat, Jim & Patty.

Followup meeting needed? If so, where will it be held?
Not necessarily.

Other
What critical student learning issue(s) and associated SLO's assessed?
A necessary skill for engineering and physics students is to construct and interpret graphs by the time they finish the General Physics sequence. Some students arrive into Physics 411 lacking this skill.

Program Level Focus:
PSLO #: Students will choose and use appropriate tabular and/or graphical methods to present data and use this effectively to determine trends, physical constants, etc.

Identify course(s)/activity(ies) being assessed:
In Physics 411 students are introduced to graphing using simple formulas. In a separate exercise they are asked to interpret more complicated graphs and determine trends and constants. Similar exercises are done in every General Physics course at CRC.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:

- Lawlor

Who will be responsible for collecting/summarizing:

- Lawlor

Followup meeting needed?  If so, where will it be held?

- No

Other
Person Completing form: Michael Lawlor

What critical student learning issue(s) and associated SLO’s assessed?
Skills needed for subsequent courses in a prerequisite sequence

Program Level Focus:
PSLO 1: “Student will have skills and knowledge to successfully complete future courses for which CRC Phys/Astro courses are prerequisites.”

Identify course(s)/activity(ies) being assessed:
Phys 411, PSLO 1. PHYS 411 is a prerequisite course to ENGR 421, Statics. D. Mathias, engineering professor, will be asked to evaluate student that have taken PHYS 411 at CRC for preparation for ENGR 420 based on the ENGR 420 entrance skills as listed in the course outline.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
survey D. Mathias, Engr professor.

Who will be responsible for collecting/summarizing:
M. Lawlor, Feb 2011

Followup meeting needed? If so, where will it be held?
No.

Other
What critical student learning issue(s) and associated SLO's assessed?

Physics 421 is a prerequisite for Engineering 400 (Circuits). It is the desire of the physics faculty that all students taking Physics 421 be capable of using the necessary electrical measuring devices (oscilloscopes, function generators, and multimeters) after completion of the course.

Program Level Focus:

PSLO 5 - Demonstrate appropriate lab skills including the proper use of basic measuring devices. Students will read and accurately interpret lab directions and analyze data for relevance and adherence to theory.

Identify course(s)/activity(ies) being assessed:

Physics 421.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:

Efrain Lopez will generate and modify the current assessment tool required for this exercise and collecting and summarizing the results prior to the next convocation.

Who will be responsible for collecting/summarizing:

Efrain Lopez will generate and modify the current assessment tool required for this exercise and collecting and summarizing the results prior to the next convocation.

Followup meeting needed? If so, where will it be held?

Other
What critical student learning issue(s) and associated SLO's assessed?
The most important student learning issues we are facing in the RTVF department are student maturity/follow-through and their level of professionalism while in our programs.

Program Level Focus:
This year the RTVF department will focus on the following program level outcomes. #7 Pre-Production Skills #9 Post-Production Skills

Identify course(s)/activit(ies) being assessed:
The following courses will be used in evaluating program level outcome #7 Pre-Production Skills through student projects and assignments: RTVF 312, RTVF 316, RTVF 317, RTVF 319, RTVF 330, RTVF 330, RTVF 331, RTVF 332, RTVF 333, RTVF 362 and RTVF 363 The following courses will be used in evaluating program level outcome #8 post-Production Skills through student projects and assignments: RTVF 312, RTVF 316, RTVF 317, RTVF 319, RTVF 330, RTVF 330, RTVF 331, RTVF 332, RTVF 333, RTVF 362 and RTVF 363

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
Robert Snowden

Followup meeting needed? If so, where will it be held?
There will be electronic follow up sessions with all Full Time and Part Time instructors in our division that will culminate with data collection at the end of the term.

Other
Person Completing form: Kim E Harrell

What critical student learning issue(s) and associated SLO's assessed?
1. Lack of study skills especially incoming freshman 2. Lack of exposure to the language and motivation to use language learned in classroom. SILA 305 PSLO 1,3

Program Level Focus:
opportunities for students to utilize vocabulary and grammar (ASL) structure in the non-classroom environment. SILA 305- PSLO 2, 3

Identify course(s)/activity(ies) being assessed:
encourage participation in community cultural and non-profit organization SILA 305 PSLO 3

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Kim E Harrell.

Who will be responsible for collecting/summarizing:
Kim E. Harrell

Followup meeting needed? If so, where will it be held?
n/a

Other
na/
Person Completing form: Nyenbeku George

What critical student learning issue(s) and associated SLO's assessed?
1) Language skills (written and verbal) 2) Data Interpretation 3) Application of Sociological theories and concepts to daily life.

Program Level Focus:
Learning Issue #3

Identify course(s)/activit(ies) being assessed:
PSL4 SOC 300

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process

Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
TBA

Followup meeting needed? If so, where will it be held?
TBA

Other
Person Completing form:  (Paul Zisk, Nym George

**What critical student learning issue(s) and associated SLO's assessed?**

1. Lack of Preparation A. Not enough students read the textbook before class B. Not enough use of sociological vocabulary and concepts C. Student employment often supercedes attendance requirement D. Students lack analytical and critical thinking abilities E. Time Management

**Program Level Focus:**

1. We would like to focus on part b of the aforementioned critical issues. B. Not enough use of sociological vocabulary and concepts

**Identify course(s)/activit(ies) being assessed:**

For Soc.300, 301, 305,310,321, and 341.

**How will you assess the effectiveness of these strategies this semester (Mark all that apply)**

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

**Who will be responsible for developing new assessment tool:**

N/A

**Who will be responsible for collecting/summarizing:**

Department Chair

**Followup meeting needed?  If so, where will it be held?**

No
What critical student learning issue(s) and associated SLO's assessed?
Students use grammar incorrectly. They need more opportunities to use the language orally. Students need to improve their level of language acquisition.

Program Level Focus:
We will focus on grammar usage in the 401 level. Related SLOs are PSLO1, PSLO2, PSLO3. We will assess PSLO1 and PSLO 2.

Identify course(s)/activity(ies) being assessed:
We will assess PSLO 1 and PSLO 2 with students who have previously taken Spanish 401.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Thomasina will develop a uniform assessment tool to be used. It will be finalized by Friday, September 3.

Who will be responsible for collecting/summarizing:
Celia Samaniego will collect and summarize data.

Followup meeting needed? If so, where will it be held?
Assessments will be finalized by Friday, November 5 since we are assessing students at the beginning of the semester and after midterms.

Other
Person Completing form: Celia Samaniego

What critical student learning issue(s) and associated SLO’s assessed?
Mechanics are a big part of the elementary Spanish courses. Students have difficulty with correct grammar usage. Students also need more opportunities to use language orally and need to improve their level of language acquisition.

Program Level Focus:
We want to focus on rules for correct usage of ser and estar in the second semester of elementary Spanish. PSLO 1 and 2 will be assessed.

Identify course(s)/activit(ies) being assessed:
Students will be assessed at the beginning of the semester to pinpoint where they are. They will also be assessed at the end to measure how much they have learned.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Direct Observation</td>
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<td>Guided discussion</td>
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<td>Need help devising instrument/process</td>
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<tr>
<td>Other</td>
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</tr>
</tbody>
</table>

Who will be responsible for developing new assessment tool:
Celia Samaniego

Who will be responsible for collecting/summarizing:
Celia Samaniego

Followup meeting needed? If so, where will it be held?
No meeting is necessary since we have the assessment tool already.
Person Completing form: Cheri Fortin

What critical student learning issue(s) and associated SLO’s assessed?
Number of students taking 460 do not know what they are expected to do. Schedules students signing up without the requisite skills and have difficulty succeed. Should we have a prerequisite. should we change the cap the # of students. General orientation for all students.

Program Level Focus:
- Clarifying SLO(s) in course. - PSLO’s #7-Work effectively as a member of a theatre ensemble. - How do the sports team deal with this problem.

Identify course(s)/activity(ies) being assessed:
How do the other college deal with extraneous students. - Does changing class cap or adding prereq balance enrollment challenges. - Institute a "cast contract" and assess it effectiveness. - Schedule weekly hours to avoid failure.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments ***
Capstone projects/final summative assessment
Guided discussion
Need nelp devising instrument/process
Other ***

Who will be responsible for developing new assessment tool:
No / Maybe

Who will be responsible for collecting/summarizing:
Cherri & Kale

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Minh Do

What critical student learning issue(s) and associated SLO’s assessed?
Students lack exposure to language outside of classroom environment.

Program Level Focus:
“PSLO 2 - Utilize knowledge to produce the learned language. PSLOu - Experience a culturally rich environment.”

Identify course(s)/activity(ies) being assessed:
“Viet 401 and Viet 402 support PSLO2 and PSLO3. Currently, students in both courses learn and use the language strictly in the classroom and lab environment. Students are required and attempt to use Vietnamese while answering questions in class, reading from passages or dialogues, interacting with each other in group work activities, and interacting with teachers and tutors in the Language Lab. Students can begin producing short oral and written work in different contexts. They participate in oral presentation. Viet 402 students are required to write weekly journals about various topics related to their life in and outside of school. Students are also encouraged and can earn extra credit by attending cultural or religious events on campus or in the community. They can also participate in local community events or volunteer to work at non-profit organizations where Vietnamese is spoken.”

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
Viet 401 and 402 instructors

Who will be responsible for collecting/summarizing:
Minh Do

Followup meeting needed? If so, where will it be held?
No

Other
Person Completing form: Minh Do

What critical student learning issue(s) and associated SLO’s assessed?
"Students lack the ability to communicate using using level appropriate vocabulary and grammar. Students do not demonstrate critical thinking by analyzing and writing short compositions."

Program Level Focus:
"PSLO2 - Utilize knowledge to produce the learned language"

Identify course(s)/activity(ies) being assessed:
Vietnamese 401 and Vietnamese 402

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation ***
- Assessment of student products ***
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics
- Student self-assessments
- Capstone projects/final summative assessment
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
"Minh Do and adjunct faculty in the Vietnamese program. The assessment tool exists in the form of student individual oral presentation, short paragraph writings, and pair or group oral activities."

Who will be responsible for collecting/summarizing:
Minh Do

Followup meeting needed? If so, where will it be held?
No.
What critical student learning issue(s) and associated SLO's assessed?

Important issues facing students is: Students have difficulty completing a body of learning material, successfully completing an assessment test, and integrating material into a successive body of material. This has become a struggle in that the large volume of material that students learn is spread out over a long period of time (weeks) and is voluminous and diverse in scope. Thus, the students have had increase difficulty mastering a large volume of material.

Program Level Focus:
This semester I would like to focus on problem oriented learning. The PSLO's related to the selected issue/problem are all of the program SLO's, listed herein: Pslo 1 Apply principles of pharmacology. Pslo2 Assist the veterinarian Pslo3 Apply principles of radiography Pslo4 Perform clinical labatoryr duties Pslo5 Utilize principles of dentistry Pslo6 Perform clerical hospital/office duties. I am focusing specifically on program student learning outcome 4, Performance of clinical laboratory duties.

Identify course(s)/activity(ies) being assessed:
I am using VT113, Clinical laboratory practices for Veterinary Technicians as a model. Explanation: The following design changes have been made in VT 113: material has been broken up into discreet groups of topics related to one another. At the end of the topic, a problem is presented to the students to solve. the problem can be in the form of a diagnostic puzzle to solve, a journal article to review, or a veterinary case to review. The student will present their review and solution in the form of a 1-2 page paper. The student will take short quizzes upon completion of discreet topics within the main topic. The student will take a comprehensive examination upon the completion of related topics. the student will ultimately take a final examination that is comprehensive. At the present time, the material is presented in a similar mode, but without the problem solving/review aspect.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)

- Direct Observation  ***
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc.  ***
- Grading of assignments based on rubrics  ***
- Student self-assessments  ***
- Capstone projects/final summative assessment
- Guided discussion
- Need nelp devising instrument/process  ***
- Other

Who will be responsible for developing new assessment tool:
Christopher R. Impinna, DVM will be the individual responsible for designing the assessment process/tool. the tool is being finalized by completion of the spring 2011 semester.

Who will be responsible for collecting/summarizing:
Christopher R. Impinna

Followup meeting needed? If so, where will it be held?
Fall 2011

Other
Person Completing form: Christopher Impinna

What critical student learning issue(s) and associated SLO’s assessed?
1. Apply the principles of pharmacology to the practice of veterinary medicine
2. Assist the Veterinarian in the performance of veterinary medicine and surgery
3. Apply the principles of radiography to the practice of veterinary medicine
4. Perform clinical laboratory duties within a veterinary hospital
5. Utilize the principles of dentistry in the practice of veterinary medicine
6. Perform clerical hospital/office duties within a veterinary hospital

Program Level Focus:
Apply the principles of pharmacology to the practice of veterinary medicine.

Identify course(s)/activity(ies) being assessed:
Students will use the textbook and lecture material as a background to learning the classification, indications, and contraindications of veterinary pharmaceuticals. Students will perform calculations to determine correct dosing of different veterinary pharmaceuticals. Students will utilize medications on animals to effect specific actions required in the treatment of animals. Students will review the effects of medications and properly monitor animals under the influence of veterinary medications. Students will take quizzes and tests to assess a body of knowledge related to veterinary medication.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
- Direct Observation ***
- Assessment of student products
- Analysis of student creative work
- Exams, Quizzes, etc. ***
- Grading of assignments based on rubrics ***
- Student self-assessments
- Capstone projects/final summative assessment ***
- Guided discussion
- Need help devising instrument/process
- Other

Who will be responsible for developing new assessment tool:
N/A

Who will be responsible for collecting/summarizing:
Christopher R. Impinna

Followup meeting needed? If so, where will it be held?
Spring 2012

Other
Person Completing form: JASON ROBERTS

What critical student learning issue(s) and associated SLO’s assessed?
1. Students have a challenge understanding the relationship of Voltage and Amperage (Wire Feed Speed) when performing welding with the semi-automatic wire feed process. 2. Students have a challenge understanding the relationship of electrode arc length and heat input with the shielded metal arc welding process. 3. Students have a challenge understanding the relationship of alternating current, direct current and reverse current when applied to the electric arc welding processes common to the welding industry.

Program Level Focus:
1. Students have a challenge understanding the relationship of Voltage and Amperage (Wire Feed Speed) when performing welding with the semi-automatic wire feed process. SLO #1 â€“ Students will demonstrate welding skills to meet industry certified standards. SLO #2 â€“ Students will integrate knowledge with incremental skill improvement resulting in functional application of welding techniques

Identify course(s)/activity(ies) being assessed:
The welding courses WELD 100 and WELD 110 support PSLO#1 and PSLO#2. Currently students are required to complete the homework reading assignments, complete the review questions, participate during lecture and laboratory demonstrates, take accurate notes, ask questions for clarity when being instructed during class. Students will be given directed instruction to accurately set each welding machine to the manufactures recommended welding procedures in-order to complete the laboratory activity that reinforces the concept of understanding and applying the Voltage and Amperage relationship to perform a code quality weld.

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation ***
Assessment of student products ***
Analysis of student creative work ***
Exams, Quizzes, etc.
Grading of assignments based on rubrics ***
Student self-assessments
Capstone projects/final summative assessment ***
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
I, Jason Roberts will be creating a new written quiz that directly addresses the relationship of Voltage and Wire Feed Speed for the Semi-Automatic welding process.

Who will be responsible for collecting/summarizing:
I, Jason Roberts will set aside the quizzes as a research tool.

Followup meeting needed? If so, where will it be held?
No, as a single department person the meeting will be held in AG 105 during the grading and assessment of the new quiz.

Other
Person Completing form:  Professor Roberts

What critical student learning issue(s) and associated SLO's assessed?
The highest priority of student learning issues that I have decided to address for the Fall 2011 and Spring 2012 school term is that Welding 100 students have a challenging task of mastering the safety procedures and protocols of Oxygen Acetylene Pre-inspection, setup, operation and correct shut down procedures.

Program Level Focus:
"Mastering the safety procedures of Oxygen Acetylene pre-inspection, setup, operational procedures. The program student learning outcomes that are associated with this learning task are the following: 1. P SLO #1 - Demonstrate Welding Skills 2. P SLO #3 - Interpret safety codes and regulations 

Identify course(s)/activity(ies) being assessed:
WELD 100 - Introduction to Welding Technology

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation  ***
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.  ***
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need nelp devising instrument/process
Other

Who will be responsible for developing new assessment tool:
I, Professor Roberts will generate an evaluation form that will be implemented as a grading rubric for the student. The student will be able to use the evaluation form as a study guide before performing the "hands - on" examination.

Who will be responsible for collecting/summarizing:
I, Professor Roberts will be soley responsible for collecting and analyzing the data.

Followup meeting needed?  If so, where will it be held?
The follow up meeting will be held after the section has been addressed in the WELD 100 course.

Other
Person Completing form: Amy Avalos

What critical student learning issue(s) and associated SLO’s assessed?
Not successfully completing Co-op Student Learning objectives that were established at the beginning of the semester. -Students self-perception (sometime unrealistic and over stated) of their skills and competencies for effective and competitive workforce performance are different (sometimes drastically) from the employers perspective and therefore impacts their success in the course.

Program Level Focus:
Students self-perception (sometimes unrealistic and overstated) of their skills and competencies for effective and competitive workforce performance are different (sometimes drastically) from the employers perspective and therefore impacts their success in the course. P-SLO 1 Workforce Skills Competency Develop skills and competencies for effective and competitive workforce performance

Identify course(s)/activit(ies) being assessed:
Work experience classes 198/298/498

How will you assess the effectiveness of these strategies this semester (Mark all that apply)
Direct Observation
Assessment of student products
Analysis of student creative work
Exams, Quizzes, etc.
Grading of assignments based on rubrics
Student self-assessments
Capstone projects/final summative assessment
Guided discussion
Need help devising instrument/process
Other

Who will be responsible for developing new assessment tool:
Student Self-Assessment / Self-Evaluation form was created by Amy Avalos. Created in January 2011.

Who will be responsible for collecting/summarizing:
Amy Avalos & Carol Bernardo

Followup meeting needed? If so, where will it be held?
No

Other