



SLO REPORT 2022-2025

From Program Review 2022-2024

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SAN MATEO COUNTY CCD

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Executive Summary: SLO/PLO Assessment Report (2022–2025)

Cañada College continues to implement a comprehensive and systematic three-year cycle of Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) assessment to support continuous instructional improvement and student achievement.

Highlights:

- **Widespread Compliance:** Most instructional programs remain current in their assessment plans, ensuring active courses are reviewed at least once every three years.
- **Reflective Practice:** Departments engage in regular dialogue to interpret SLO/PLO results, leading to course design changes, instructional improvements, and curriculum updates.
- **Instructional Adaptation:** Faculty in programs such as ESL, Biology, and Art History successfully modified assessments and teaching strategies in response to post-COVID instructional changes, resulting in improved learning outcomes.
- **Collaborative Assessment Tools:** Shared rubrics across Social Sciences and English enabled consistent and equitable evaluation of student work and enhanced cross-disciplinary instructional coherence.
- **Commitment to Equity:** Programs highlighted the need for broader participation in assessment, especially among adjunct faculty, and identified areas needing structural support for sustained engagement.

Cañada College's SLO/PLO assessment efforts demonstrate a culture of evidence-based decision-making and continuous improvement, aligned with ACCJC standards for institutional effectiveness and student learning

SLOs 2024

Anthropology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all active courses are being systematically assessed over a three-year cycle with a 100% completion rate.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Strategies include teaching thematically, ordering resources, and funding professional development for faculty to help teach multiple subjects within Anthropology.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than

the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Art & Art History

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a three-year cycle.

All Art Studio courses are up to date. There are currently 6 courses being offered. All have been assessed in accordance with the 3-year cycle.

Art History SLO's are cycled for all our core courses (Art 101, Art 102, Art 103, and Art 104) over a two-year time period. The selective courses (i.e., Art 131, Art 250) are assessed as they are taught. We teach one of these classes each academic year.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In Art History, SLO assessments have been affected by the sudden shift in class modalities. The assessment tools used in a face-to-face Art History class (i.e., slide Identification exams) aren't feasible for online classes. The learning outcomes are the same, but the manner in which they are measured have altered.

However, the consistent meeting of the success criterion for students in our classes indicates that the new modes of assessment are working.

For example, instead of the students writing an essay in class, they are now required to read articles about current pressing issues in the period of art history we are studying and evaluate (and reflect upon) how we interpret the art we are studying. The student learning outcomes about critical thinking, using the language of art history, and identifying monuments and objects are the same, but the assignments are different. What is particularly encouraging from evaluating the SLO's is that students are responding favorably to the new assignments, and the outcomes are stronger.

We are pleased that the Covid crisis pushed us to move to different modalities of teaching and learning, and we are encouraged to investigate ways to re-think assignments in both our online and face-to-face classes.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The challenges of PLO assessment for the Art and Art History Program (within the Arts Program) were discussed in question 5A. We were in the early stages of seeking guidance from the Assessment Coordinator about beginning a deep dive into re-thinking of PLO's for the Arts Program before her departure. In the absence of an Arts Coordinator, we are collaborating with our colleague in Music to take a deep dive into re-thinking how our Arts Program can be organized to allow for (perhaps new PLO's?) to reflect the inter-relatedness of the different fields of art, while acknowledging the differing strategies within different disciplines. We will be pursuing help from the new Assessment Coordinator when they are appointed. This is a major goal for the upcoming academic year, and will need the participation and input of a full-time Art Studio faculty member.

Biological & Health Sciences

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses in the Biology & Health Sciences are systematically assessed over the 3-year cycle. The plan is completed across all sections and over time through a scheduled process. Courses are assigned for SLO and PLO review in the Fall and Spring semester. A new PLO is assessed each year. ILO's are assigned every year as well.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Below are representative reflections on our SLO assessment processes.

BIOL 110

The biggest recent change in Biology 110 is the shift to a hybrid model, with students learning lecture material online and attending in-person labs weekly. Initially, students struggled with online assessments, and by Fall 2022, many voiced concerns that labs weren't aligning with the online material. I also noticed that students were passing the course without fully understanding the content due to grade weighting that favored participation.

In Spring 2023, I revised the grading system to focus more on student understanding. I reduced the weight of homework and lab participation, added low-stakes assessments, and introduced in-person quizzes during lab sessions. Students take the quiz individually, then collaborate briefly before grading each other's work.

This change appears to be boosting final exam scores. While 80% of students passed the open-note exam in Fall 2022, 77% passed without notes in Spring 2023, and 83% did so in Fall 2023. The fact that students are performing similarly without notes suggests improved learning.

The in-person quizzes have also enhanced classroom culture, promoting engaging discussions and providing immediate feedback. Students value this format for helping them prepare for high-stakes exams and motivating timely attendance.

BIOL 230 and BIOL 240:

While students previously performed well on Laboratory Practical exams, which helped evaluate Laboratory skills and knowledge (applicable to SLO #5 in each class), we noted in the 2021 program review that they added stress that extra exams instilled at the end of the semester. Also, at the time, practical exams were no longer possible under pandemic circumstances, which gave us cause to reevaluate their necessity. So, Lab Finals (Practical Exams) were removed in favor of an extra lab group report (Enzyme Kinetics for BIOL 230, and Hand-Washing effectiveness for BIOL 240) for each course, which encouraged both qualitative and quantitative reasoning and analysis. We have maintained this practice post-pandemic, due to its effectiveness.

Students are benefitting from this group work, and the reports are presented as Discussion Assignments – so that students can learn from others' explanations and presentation/analysis of data. Students perform well on these assignments, averaging 85% for BIOL 230 and 90% in BIOL 240 on these extensive and challenging lab reports. Also, the Lab reports seem to cause less stress, since they occur a bit earlier in the semester than lab practicals and without timed exam conditions. Furthermore, we have kept offering these courses in the very successful Hybrid modality, which creates more schedule flexibility for increased student access, but still providing fully in-person hands-on lab activities for important experience as future scientists and/or medical professionals. ??

Students are doing VERY well in these classes across the last few semesters. Considering students who finished the courses (since we cannot control most random early semester drops that often arise from family issues, changing major plans, changing work schedules, etc.), success rates have stayed very high. Among students who finished the course in fall 2023, 96% of BIOL 240 students passed the course and earned an A or B, while 98% passed the course with a C/C+ or better! Also in fall 2023, among BIOL 230 students who finished the course, 89% earned an A or B in the course and 94% passed the course with a C/C+ or better. In spring 2024, among BIOL 230 students who finished the semester, 91% earned an A or B in the course, and 100% passed the course with a C/C+ or better! Furthermore, overall success rates in these courses from fall 2021 through spring 2024 have remained near or above 80% overall, even when including withdrawals post-census. These are truly impressive performance results for these extremely challenging courses, and we are very proud of our students. Increased use of Canvas Discussion Assignments for regular chapter study questions, as well as discussion assignment formats for lab reports and lab preparatory writeups (Pre-Labs) are increasing student engagement and interaction, and resulting in enhanced academic success and consistently high-level performances from students – which often improve more and more as the semester progresses (exam average percentage scores start in the high 70s to low 80s, and improve into the mid-high 80s by mid- or late semester).

BIOL 250

During the pandemic all assessments in BIOL 250 were converted to online quizzes. In this modality there are few acceptable means for ensuring students do not consult notes or other resources. Once the lab portion of this course was returned to face-to-face modality, I chose to assess student learning of gross anatomy using both the online quiz in addition to the traditional in-person lab practical. In online assessments, students are presented with a series of photographs each with an anatomical landmark highlighted. They may use a word bank, or memory, to correctly identify the landmark. The

quiz is time-limited so as to minimize the opportunity to look up answers. During in-person assessments students are presented with a specimen with an anatomical landmark indicated. They must recall from memory (without the use of a word bank) the correct name of the indicated landmark. This has been the traditional mode of assessment in face-to-face anatomy labs. How do these two alternative assessment methods compare? In 2023 I used a paired t-test to compare individual student scores for matched online and in-person assessments. On average, students were able to correctly identify anatomical structures with nearly 90% accuracy when provided a word bank (i.e. in an online assessment). Their success rate falls to about 75% accuracy when asked to recall the name of structures from memory (without a word bank in an in-person context). Statistically, students have a significantly ($p < 0.0001$) harder time recalling the names of anatomical structures from memory and are much more successful at correctly identifying a structure when allowed to choose from a word bank. It's clear that recognition is easier than identification from recall. Both skills are necessary for workers in the allied health professions and therefore are important for us to develop in our programs's students. As a result of this analysis I have adjusted how I weigh the different assessment methods in my course and am experimenting with ways of improving student recall skills.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

PLO assessments have gone very well for the last couple of years, using appropriately mapped SLOs from our Majors courses in Biology and Health Sciences as our major sources of evaluation. So far, we have had great success meeting our PLO Standards – Scientific Method/Data Analysis, Structure-Function Relationships in Biology, and Critical Evaluation of the Impact of Biological Information. We have focused our evaluations on the core Biology Majors courses, BIOL 230: Cell & Molecular Biology and BIOL 225: Organismal Biology (and one look at an Allied-Health focused course, BIOL 240: General Microbiology).

In general, students show good competency in all areas, with notably more mixed results discussing molecular and cellular structure and function relationships on exam essays. Students do reasonably well at this, but not always quite up to the standard (75% success, vs. actual success rates closer to 70%) that we aspire to reach. For this standard, a notable difference from evaluation of the other standards is that it is evaluated regularly on the first exam of the semester. Historically, many students struggle most with the first exam as they are still adjusting to the rigor and new material of the demanding course. We will plan to evaluate this PLO again later in the semester in future terms – perhaps on the Final Exam.

Students are VERY successful on Scientific Method/Data Analysis, recently showing 85% scoring 80% or higher on designing, explaining, and analyzing data on lab reports. This is a very high level and success rate at reaching proficiency at this task! **PLO data doesn't yet map directly from our SLO data yet, so we don't have recent direct input of student success on PLO #3: Evaluation of Information. This will need to be updated soon. In addition, it will be interesting to look at SLO/PLO success across all areas of our Program: Majors, Nonmajors, and Allied Health majors. We have not formally done this yet.**

Finally, in planning for the future, we are currently in very active discussions about potential state requirements for common course numbering, common course titles, and possibly even common course prerequisites across state college curricula in California. This October, 2024, the head Biology 230

instructors from all three SMCCCD Colleges have been having active discussions and an upcoming formal meeting in November to try and fully align prerequisites across the three colleges. Our goal is to ensure that students are properly prepared to take this rigorous course, while still giving them equitable access to courses towards timely matriculation and completion of their degrees. We hope that we can come to a consensus that is supported by student success data, without over-complicating their path to successful completion of the program.

Career & Personal Development

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are assessed according to our 3-year cycle. Currently, our assessment plan is up-to-date and in compliance. Coordination of SLO assessment occurs across all active CRER classes and the respective teaching faculty. SLO's are assessed at the end of every course offering.

Because several sections of CRER 137 are offered each semester, instructors decide as a team which SLO to assess.

The following are the SLO's for CRER courses:

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

- 1. Evaluate coursework for transfer requirements.*
- 2. Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.*
- 3. Identify transfer policies for admission purposes.*

CRER 300 Introduction to Scholarships

- 1. Demonstrate research skills in relationship to exploring financial aid and scholarship opportunities.*
- 2. Write a personal statement for a scholarship application. Demonstrate an understanding of time management and organization skills.*

CRER 137 Life and Career Planning

- 1. Create an effective resume to be used for career-related opportunities.*
- 2. Evaluate career assessment results (interests, satisfying work skills, values and personality.)*
- 3. Demonstrate knowledge of informational interviewing skills.*

CRER 430 Career Assessment

- 1. Use career research resources in the area of career and life planning based on the results of the Assessment Inventories.*
- 2. Complete Student Educational Plan.*
- 3. Interpret and understand career assessment results.*

CRER 401 College Success

1. *Identify at least five study techniques that lead to college success.*
2. *Identify their learning style and use of appropriate study techniques.*
3. *Students will be able to identify the prerequisite courses for their major.*

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In the previous cycle (2017-2020), faculty met each semester as a group to discuss best practices and to analyze SLO's and discuss changes and/or updates needed. Faculty also met individually throughout the semesters to discuss best practices for evaluating and obtaining data for SLO's. This current cycle, faculty have not yet met as we previously did. Therefore, the SLO's used for this current cycle needs to be reviewed/discussed by the CRER instructors to ensure they are all relevant and in-line with our current and/or future Mission. It is also important to note that the same SLO's were assessed in the previous cycle.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Not Applicable

Chemistry

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO Assessments were paused during this cycle due to limited faculty resources.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

N/A

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The direct method to assess PLOs in Chemistry is a capstone project in the second semester of organic chemistry. In this project, each student should develop a procedure for a laboratory experiment. Then each student should follow their procedure and make a complete analysis using analytical instrumentation. Students submit a concise report indicating their findings and improving points. Students have been successful in completing this project, thus demonstrating proficiency in the three Physical Sciences Program Student Learning Outcomes.

Communication Studies

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Currently, the college is in the 3rd and final year of the cycle. In 2020-2021, year 1 of the cycle, COMM 110 and COMM 140 were assessed, aligning with 4 ILOs: Critical Thinking, Community, Communication and Creativity. In year 2 of the cycle, COMM 127 and COMM 130 were assessed, aligning with the same 4 ILOs from the year prior. Additionally, during 2021-2022, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed.

All course CORs were updated during Fall 2019, which included an examination and/or update of the SLOs. Due to changes to the SLOs and the COMM 2.0 degree starting Fall 2023, the COMM program's next 3-year cycle (the term ends this academic year), may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, there are two things that should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There were four MOU's regarding workload for faculty during the Fall 2020, Spring 2021, Fall 2021 and Spring 2022 semesters – see below*. Therefore, two of the three years within the current 3-year assessment cycle may have resulted in courses not being assessed due to workload.

***NOTE:** For the 2020-2023 assessment cycle, "**Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020, Spring 2021, Fall 2021 and Spring 2022]**". High-volume or high-demand duties are any of the following:

- Service on a committee (each committee counts as one high-volume duty)
- Program review
- Curriculum development (except for DE addenda)
- SLO's"

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Over the years, many conversations have occurred regarding the assessment of student learning in the classroom specific to the COMM program and courses. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

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During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Computer Business Office Technology (CBOT)

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO assessment has been completed according to the 3 year PLO/SLO schedule. Results are posted in Nuventive Improve

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

SLO's do not seem to affect enrollment at this time. Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Program Learning Outcomes are assessed on a three year assessment plan. Results are posted in Nuventive Improve.

Computer Science

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We definitely need to work on this. During COVID, SLO assessment fell by the wayside. However, with a new Coordinator (who also happens to be SLO coach for BDW), SLO assessment will be caught up within a year and should be on track going forward.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The Digital Art & Animation Program has a semester-end event where all faculty are invited to attend. At this time we discuss our experiences for the previous semester and the FT often provide guidance and assistance to PT faculty who attend and have questions. It is more than a team-building event, it is a way we all stay in contact and provide mutual support as we essentially do a group post-mortem of the semester. What went well? What were our challenges? What trends are we observing in our students? What can we do to give them a better experience and support each other as we all strive to help our students succeed and thrive.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

We look at the portfolio class as a means of assessing our Program Learning Outcomes and as a way of making sure our students leave us with the best possible preparation for their future lives and employment. Having been in hiring committees where our students were applicants, I can categorically say our students are well prepared for interviewing and applying for jobs. Although of course I make every effort to be fair to all applicants and therefore hang back on the evaluation of former students (remaining neutral), I have been absolutely delighted to see that in the situations I have observed, our students even with no other professional experience under their belts interviewed better than people twice their age with decades worth of experience.

We are planning to add other portfolio classes with more specific focus toward areas such as UX and Game Design. The hope is to spread the success of our Web, Animation, and Graphic Design portfolio class into our other specialty areas.

Earth Science

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We previously had a functioning 3-year assessment plan, though now as we write this program review we see that we were supposed to update the plan in 2023. We are also two semesters behind in inputting assessment data. Our two adjunct faculty who were trained to input assessment data no longer work at Cañada, and our remaining adjunct faculty have not been trained to input assessment

data. Clearly, we are out of compliance, and this will be a high priority for our department and will be completed by Fall 2024.

Our previous plan was well-conceived and will likely be replicated. Previously, we addressed courses every other year by discipline. The thought was that it would be easy to keep track of with OCEN, GEOL, and METE grouped in one year, and ENVS and GEOG grouped in the next year. Within those groupings, OCEN and ENVS classes are assessed fall semesters and GEOG and GEOL classes are addressed spring semesters. METE classes are only offered in the summer, so our sole METE course will be assessed in summer. Thus, there is one discipline assessed each semester.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In 2021-2023, faculty met occasionally to discuss assessment. In OCEN we discussed ideas for better modeling of the scientific method in earlier labs, prior to the lab where students design their own study. That discussion also led to improvements in the ENVS 101 lab activities. We also discussed that the GEOL 101 lab does not incorporate as intensive instruction in the scientific method as the OCEN 101 lab. No discussions have occurred since 2023.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our program has 3 PLOs, though looking at Nuventive it appears we have not mapped all our course SLOs to PLOs, which is strange as we remember doing this. Regardless, we are not in compliance with PLO assessment, and it will be a high priority for our department. Honestly, with only one full-time faculty (who until last year had up to 40% re-assigned time out of the department), the loss of two adjuncts who helped coordinate our assessment, and adjunct faculty teaching many department courses... this is something that has simply fallen through the cracks. We need to work more on this.

Economics

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all active courses being systematically assessed over a three-year cycle. As noted in my prior program review, the coordination of this task is difficult and time-consuming effort. Especially given that economics is a one-person department and there is virtually no way to compel part timers to turn in SLO results in a timely manner.

Given these constraints, here is what we try to do in the economics department:

- Part timers are made aware at the start of the semester which SLO is to be measured. As we cannot compel participation, each part timer is invited to participate and share his or her results. Both the deployment of the measurement tool as well as the tool's form is determined by each faculty member.

Those who participate share their results with the full-time person. Any necessary aggregation is done in a qualitative manner. Econ's SLO's are consistently measured within the 3-year mandated time frame. Generally, the students almost always perform at or above the expected level of success. However, trends in student SLO mastery can only be studied over time so it is the belief of the economics faculty that, rather than change the existing SLO's, we should continue to measure existing SLO's to see if any patterns worth studying emerge. Additionally, COVID often caused measurements to be done differently than in the past and with a much smaller data set (smaller classes). The COVID data, relative to past non COVID data, may not be very comparable to prior year results.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

As noted in the prior program review, the conclusions drawn from SLO assessment are weak for the following reasons:

- 1) The variety of methods employed to collect the data do not allow for statistically valid aggregation.
- 2) The assessment methods are different from instructor to instructor. Requiring the same method of data collection would raise serious questions around academic freedom.
- 3) The numbers are often too small to draw much confidence from.
- 4) Finally, this study, while from 2018, has yet to be refuted and calls into question if all these efforts are not worth the investment of time. <https://www.chronicle.com/article/An-Insider-s-Take-on/242235>

Given all that, the dialog that happens between my part-time faculty members and myself as well as among all the social scientists can be described as follows:

As between the participating part-timers and me, we discuss how our "rates" of success compare. We note where there are significant differences (either + or -) and see what we can learn from one another's approach to assessing the SLO in question. Where trends are discernable, we discuss them. When events like COVID make comparisons difficult we note of that.

Among all the social scientists we occasionally discuss our SLO's at our monthly meetings. Here the discussion is more along the lines of what types of methods someone might use to measure a given SLO as compared to differences in rates of success. By having this dialog, we often learn of different (and better) ways to collect SLO data.

Based on these discussions the department considers adding/subtracting an SLO. Additionally, these discussions might also serve as a vehicle for changing the method (e.g., from an essay to a multiple-choice question or from pre assessment to a pre and post assessment) of assessing an existing SLO to get (hopefully) a more accurate measure of the student's competence with respect to a given SLO. With

respect to one example of a specific strategy that I have implemented, I now try to measure SLO's with a post assessment assignment, completed shortly after we have discussed the material in question.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty

discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Engineering

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Five of the seven active courses have assessment methods and results entered into TracDat. The remaining two courses (ENGR 210 and 215), which have largely been taught by adjuncts, will be assessed by the next annual cycle.

There is currently no plan to assess ENGR 111 since it is planned to be removed from the catalog of offerings.

Similarly, there is no plan to assess ENGR 240 as it is not being offered currently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Since the previous cycle, the following strategies have been implemented in courses taught (by full-time instructor).

1. Better alignment of the SLOs with various course content, such as lesson, quizzes, assignments, laboratories, exams and reports, were implemented in within canvas LMS for 5 out of the 7 engineering classes offered between 2022-2024.
2. Increased the number of assessed SLO's in each engineering class, either by adding new SLOs consistent with the COR and/or by activating previously inactive SLOS.
3. Updated the criterion for SLO success based on the advanced nature of the class. For example, ENG 100 is an introductory class with minimal physics requirements, while ENGR 260 requires much higher levels of math and physics pre-requisites. This was reflected in the "criterion for success" in various SLOS by also increasing the overall expectations for success as students move to higher level classes.

4. With the updates and modifications carried out to the SLOS through this report, five (5) classes (100, 230, 260, 261 and 270) are now in the "No changes needed in SLO or evaluation methods" for the near future.

5. SLOS in Two (2) of the active classes, (ENGR 210 and 215) will be updated in the next annual evaluation cycle.

6. SLOS in the inactive ENGR 111 (planned to be removed from catalog) and ENGR 240 (last offering in 2021) will not be updated/evaluated unless the class is offered again.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Six Program Learning Outcomes are identified for the program on the department website. In the last cycle, 5 of the 6 were active and the plan was to assess all 6 PLOS for this cycle. Below is a summary of the activities and major findings.

1. As of this cycle, all 6 PLOS have been assessed.
2. Of the 6 PLOS, four (4) of them were based on the higher level classes (ENGR 230, 260, 261 and 270), while two (2) of them were based on the introductory class, ENGR 100.
3. All six (6) PLO assessment methods were updated to remove references to CS classes and retain references to ENGR classes only as the engineering program is distinct from CS.
5. The "Plan of study" PLO had not been assessed in previous cycle. It is now assessed.
6. All six PLOS were successful as the "criterion was met" for all of them.
7. As of this cycle all six PLOS are assessed to collectively MAP to the five (5) listed ILOS
8. A planned improvement for the next cycle is with regards to the "Plan of Study" PLO. Currently, the criterion for success states that "All students must successfully complete either the oral presentation or written report on the project". However, future criterion for this PLO will be updated to require ALL students to successfully complete BOTH parts of the Plan of Study activity, i.e. the oral and written components.

English

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We are in compliance and have been assessing all of the courses that have been offered. Courses are assessed once during each three years. At least one faculty member who is teaching a particular course assesses that course when it comes up for review and inputs it in Nuventive. We discuss student outcomes at almost all of our meetings as we try to figure out how to improve them.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

As part of the SLO assessment process, we've considered revising our SLOs to articulate more accurately our goals for student learning, but we also know that AB 1111 is going to require all transfer courses, across the state, to adopt "equivalent" SLOs. In addition, in practice much of our student outcome assessment entails the discussion of what we see in reviewing and assessing student work (i.e. from grading), which remains a useful barometer of student progress and needs.

We evaluate our SLO and PLO outcomes holistically by offering a multitude of assignments and assessments and by spending as much department time as possible discussing how to improve student outcomes. SLO and PLO discussion is part of every meeting, whether we're talking about the texts we teach, lesson strategy, or contract grading.

A concrete consequence of our assessment of students outcomes is our decision to dedicate time and resources to AB 1705 support pods, so that we may investigate what we could be doing better and then implement, assess, and revise our teaching. In other words, we will be applying the student learning outcome assessment process to our own teaching.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our PLO process entails norming, which means compiling anonymous student essays of varying degrees of development, as well as the accompanying essay prompts, and then assessing essays and discussing our disparate grades. In other words, we attempt to elucidate, discuss, and reach agreement on our expectations for student work.

An ancillary outcome of this process is what we have learned from reviewing each other's essay prompts. We see more and less prescriptive approaches as well as the student outcomes based on differing teaching styles, and we are able to incorporate each other's ideas in our own pedagogy and assessments.

Those of us who are able to participate in these sessions reach consensus, for the most part, on expectations for student work. From this work as well as our review of PRIE data on disparate student

outcomes across sections of the same course, we can see the need to compensate adjunct faculty, so everyone will be able to participate.

English as a Second Language (ESL)

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our department has [organized our courses](#) into five groups of two and one group of three, each group being assessed in its entirety once during the three-year cycle. In other words, in a given semester, there are two (or in one case, three) courses being assessed – six groups of courses, six semesters, one group per semester. Every SLO for a course is included when the course is assessed. If a course is canceled due to low enrollment, it will be assessed during the next assessment cycle according to the three-year plan.

The nature or type of assessment is determined by individual teachers in the program according to the type of skill that is addressed in the SLO. For example, if an SLO for ESL 922 requires students to be able to compose an intermediate-level paragraph which includes properly organized relevant content, then the assessment for that SLO would be to write such a paragraph. If an SLO for ESL 914 states that students should be able to utilize academic resources and study skills to support their coursework at the advanced level, then the assessment for that SLO might be to write a one-page summary of a campus library orientation which focuses on identifying and locating materials for an upcoming research paper.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In our last Program Review (fall 2019), our department had concluded that further data collection from an additional three-year assessment cycle was needed in order to identify trends reliably and draw meaningful conclusions.

However, what followed was the 2020 – 2023 Assessment Cycle, most of which occurred during the COVID-19 lockdown. Our department's decision during that time was to continue assessing our courses individually for the purposes of department-level discussions at meetings but to suspend reporting the results of those assessments in Nuventive. We felt strongly that the effects of severely diminished class sizes (usually in the single digits) and the sudden, unplanned shift to online/Zoom classes were such that any data collected at that time would produce a false representation of the program. We believed it was critical not to confound assessment work up to that point by comparing pre- and mid-COVID-19 courses as if they were from comparable settings. It would have been an apples-to-oranges comparison. Our opinion was reinforced by the district's willingness to institute a policy during the lockdown that allowed all students to drop courses past the usual deadline, to receive "no pass" grades instead of "F" grades,

and to repeat courses that they had already passed. Like us, the district recognized the anomalous nature of the COVID-19 semesters.

When face-to-face classes resumed in the spring of 2022, our department began reporting assessment data on Nuventive once again, according to our three-year plan. This means for the 2020 – 2023 assessment cycle we have data reported for ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808. (ESL 836, which was not scheduled by our Dean due to low enrollment, did not get assessed in that cycle.) Additionally, we have continued into the new assessment cycle for 2023 – 2026, with ESL 914, ESL 924, and ESL 400 being assessed this fall semester.

Our department includes assessment as an agenda item for at least one of our meetings each semester. We maintain a GoogleDoc of meeting notes, to which we all have access, and this enables everyone in the department to stay informed of the current status of our courses in terms of assessment. Additionally, it allows everyone to contribute observations and ask questions about our assessment practices and results. This semester, because we now have at least two assessment cycles' worth of non-COVID-19 data for the courses listed above (ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808), one of our agendas will include a discussion item about those assessment results.

One new strategy we plan to implement this year reflects a shift in our assessment procedures. Currently, one full-time faculty member is in charge of gathering and uploading all assessment data, with another full-time faculty member assisting. However, our department plans to reorganize this process so that each full-time faculty member will be responsible for two (and in one case, three) of the 13 courses we offer in our program. Each semester, according to our three-year plan, the faculty members whose courses are being assessed that semester will take a turn collecting and uploading the data for those courses. In this way, every full-time faculty member in the department will share in the responsibility of maintaining our assessment information. This change will also help keep our assessment data up-to-date and accurate because there will be six different people actively keeping track of the data instead of just one or two. Finally, this system will help inform our discussions about assessment because we will all have a hands-on role in maintaining Nuventive.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The ESL Department PLOs can be found at the bottom of [our home page](#). Over the past several years, our PLO assessment has continued to evolve. We recently noticed that an SLO adjustment we had made to our program's capstone course, ESL 400, unintentionally created a gap in our PLOs. Specifically, the second and third SLOs of this course were deleted and replaced with others. The problem was that those two original SLOs mirror the second and third learning outcomes of our program, and those PLOs track directly to the Critical Thinking and Communication ILOs for our college.

After discussing the pros and cons of replacing the two original ESL 400 SLOs, we made a departmental decision to put back the SLOs that had been removed, thereby ensuring that all students can achieve our program's PLOs by successfully completing ESL 400. The COR for this course has been submitted to the Curriculum queue for the October 5th Curriculum Committee meeting, and revisions should be complete by mid semester this fall.

Our department's primary means of assessing our PLOs is via ESL 400. However, as students enter and exit our program at various levels due to lifelong-learning goals, we assess PLO #2 and #3 at multiple levels and in multiple courses. For example, PLO #2, which focuses on academic resources, study skills, and technology skills, and PLO #3, which focuses on creating Student Educational Plans and/or identifying educational opportunities, are assessed every semester and reported in Nuventive according to our 3-Year Assessment Plan.

Ethnic Studies

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

To my knowledge, course SLOs have not been assessed and there will be more information available in the future.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

Fashion Design

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Currently the fashion department addresses and reports SLO results for every course offered, every semester. Instructors follow up with assessing the resulting and making changes in the teaching as necessary.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The lack of course pre-requisites has made it challenging for students who end up enrolling in courses they aren't skilled enough for yet, faculty needing to teach to different skill levels and instructional aides having to provide supplemental instruction during lab so students can catch up to topics. This gets in the way of some students being able to achieve the SLOs effectively and also prevents them from feeling encouraged and successful.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The SLO connection to PLO is very outdated in the fashion program. There will be much more insight in these areas after the 2023-2026 SLO/PLO has been completed.

History

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over the three-year cycle. The History Department revisits the Three-Year Assessment Plan each year and makes any necessary adjustments; for example, when a class is cancelled or the offerings differ from what we had originally planned.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Most of the adjustments we have made in response to SLO assessments have been at the individual and course level. For example, clarifying the language in the instructions we provide to students, or adding a model/example of what we are looking for. However, in our discussions about assessment, we often share information about how we approach the curriculum, assignments, and activities in different ways. As always, sharing our practices with each other often gives us new ideas and new ways to think about how and what we are teaching.

One observation from this three-year cycle: for some of our courses, we have as many as four or five SLOs. However, we have identified some of those as being much more important to us than others. In the next curriculum review cycle (this year, 2022-2023), we plan to review and revise our SLOs and focus on the most important ones.

We may also want to look at new means of assessing SLOs given the multi-modality instruction we now offer at Cañada. That said, given our high SLO “meets criteria” rates this will consist of minor changes or possibly just trying something new.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs:

- Evaluate diverse viewpoints related to the human experience;
- Analyze Social Science concepts and theories;
- Produce evidence-based arguments.

When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Honors Transfer Program

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLOS

As a program, we do not have SLOs, but the IDST 150 Honors Research Seminar has the following SLOs, which can be best measured from spring 2023 to spring 2024 when we had one consistent professor collecting regular data.

IDST 150 SLOs

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate an understanding of the research process across disciplines
2. Constructively collaborate with students from different disciplines
3. Prepare and execute a scholarly paper and/or presentation

The first two SLOs can be measured informally in the high-level passionate peer-to-peer feedback during synchronous discussions and online text discussions, as well as via student written reflections and anonymous feedback (student-reported data). The third SLO can be measured more formally via student-written assignments and course success.

Representative Student Reflection

Honors Transfer Program Alum Arya Shadan (who transferred to Stanford University) explained in his IDST 150 student testimonial video:

It was a class that was imperative for me in terms of getting my honors contract in my history 201 class done and in a fashion that was productive and purposeful ...IDST was an amazing experience for me with regards to my research and just learning with research it's really vast and it can oftentimes be scary and you can run into problems that are limiting or counterproductive by this I mean you can go down rabbit holes or delve into research that does not really pertain to what you're trying to reveal to everybody you're trying to reveal the why why are you liking why are you researching it why is it your passion and why should we read it and why is it important and although these can seem like daunting questions they aren't and with IDST 150 they're even less daunting because you just get this organizational emphasis of research through different resources and concepts that really help you drive through the semester productively but that being said IDST 150 -I don't know if I could have gone without it during my honor contract and I'm so grateful. (spring 2023)

As suggested by Arya's comments, students in IDST 150 learn the importance of developing a research rationale; they hear about and read each other's proposals in different disciplines and examine common structures. They also learn about organizational tools for research and writing that apply to any discipline and help students address those big questions.

Representative Anonymous Feedback

In the spring 2023 to spring 2024 course evaluations, students said they liked the "instruction on the research process," "sharing the progress of their research with classmates," learning how to "choose

and narrow their research topic,” and “how to avoid procrastination” in their research and writing, and “learning about the writing process.” They said they liked the way: “the course taught them how to set interim due dates and make mini goals,” “how to work with a librarian,” and seeing “model student work” (proposals, annotated bibliographies, outlines, and research papers) from different disciplines. Students also noted that they liked seeing the writing/publication process of the professor in her social science discipline, and they felt they could apply the strategies she modeled to their work (Anonymous Student Evaluations).

In terms of suggested improvements, in the asynchronous class, students said they would like more peer interaction. We will need to fill the asynchronous class more fully for students to “Constructively collaborate with students from different disciplines.”

SLOs 1-3 via Student Work

SLOs 1-3, and especially SLO #3, “Prepare and execute a scholarly paper and/or presentation” can be measured through student completion of their Honors research projects and Honors research presentations. Students also “demonstrate comprehension of the research process” (SLO 1) in their fulfillment of this SLO.

Results of SLO 1-3 assessment

From spring 2023 to spring 2024, 76% of IDST 150 students including synchronous and asynchronous students completed the course and completed their Honors Research with most being Honors Contracts and some Honors research for Honors courses. For the majority of the students, that entailed extensive academic reading, an annotated bibliography with citations, a detailed outline, multiple rough drafts, peer review, and a final research paper of 10-15 pages. Additionally, some students engaged in original research via interviews, polls, surveys, and experiments. To pass the class and be accepted as honors-level work, all of the papers had to involve critical thinking, original analysis, and standard documentation style format and citation.

Contract Completion Rate

The Honors Contract completion rate of IDST 150 students in 2023 -2024 was 73%, which is higher than the college average of 66% over the last 5 years and higher than the overall college rate in 2023/2024 of 72%. This suggests that the course is meeting its purpose of supporting more students to complete their Honors research though we would still like to see that rate even higher.

Some confounding variables

Enrollment:

Several students enrolled in the asynchronous class but did not participate. Because the census date for this class comes after only one class session, we have not been able to drop students for non-participation; by the time we find out they are not participating, it is too late. Thus, the quantitative data for the IDST 150 Asynchronous class is skewed.

Late Adds:

We have had 3-4 late ads every semester, and in some cases post-census, so any analysis of the course numbers should consider those late ads.

Changes:

We have had three different professors of IDST 150 and one change in Honors Coordinator. Consequently, different groups of students follow or get connected to join the course. In 2023-2024, we had more students joining IDST 150 from English 100 and ESL 400 and more multilingual students. For example, there were at least 5 students from the Coordinator's English 100 class and 7 students from ESL 400 in IDST 150. Eight out of twelve of these students succeeded in their Honors Contract work and two got an incomplete grade.* However, in a few cases, the students were not yet ready for the high-level work along with everything else they were juggling.

Solutions

With ample support, the overall success rate of these 12 students was the same as the average success rate of Honors students in general over the past 5 years. We can prevent future issues of preparedness by clearly explaining the demands of the work and expanding marketing to attract students at all points in their studies. Also, not completing is not always negative. *One student who got an incomplete was a self-identified Latina who was researching success strategies for "Latino businesses" in the Bay Area, and her business took off so successfully that she could not make the time to complete her research.

Presentations

All IDST 150 students are required to present their research on the last day of class and are encouraged to apply to present at Honors conferences. They have done very well:

Spring 2024:

- 4 of 5 students accepted to present at the Bay Honors Symposium were IDST 150 students
- 3 IDST 150 students were accepted to present at the Western Regional Honors Council Conference (including 1 asynchronous and 2 synchronous students)

- 7 out of 8 of the students accepted to present at the Cañada College Honors Research Showcase were IDST 150 students

Spring 2023:

- 4 out of 11 of the Cañada College Showcase students were IDST 150 students
- 2 out of 5 students accepted to present at the Bay Honors Symposium were IDST 150 student

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Quantitative data and student testimonials indicate that IDST 150 is meeting its purpose to increase students' success in their Honors research. The 5-year success rate of Honors Contract and Research Completion which is required to pass IDST 150 has been higher than the college rate of 66% for student completion of Honors Contracts.

In 2023-2024, the IDST 150 course success rate was 72% across all modalities. There was an overall improvement in success from fall 2021 except for fall 2023 when we had our first Asynchronous section and several no-shows that could not be dropped before the census.*

2019-2020 to 2023-2024								
Success Rate by Course	FA21	SP22	FA22	SP23	FA23	SP24	Total Success Rate	Total Withdraw Rate
IDST-150	60%	57%	78%	83%	58%	75%	69%	13%

Synchronous Class

As shown below, the course success rate for synchronous students was 76%.

Success Rate by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	60%	50%	76%

As shown below, the majority of the students took the synchronous modality:

Headcount % by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	7.5%	22.4%	71.6%

Asynchronous Class Issues

The overall completion rate for the asynchronous section of IDST 150 students over the past few years was only 50%. There are several reasons for this:

1. Several students enrolled (including two who enrolled in two consecutive semesters), but never showed up and the census date came after only one session, so it was too soon to know that they should have been dropped. One of the students who had enrolled twice encountered overwhelming medical issues that did not allow them to participate. *
2. The asynchronous option is new so there have only been 15 students total in it; therefore, the impact of those 2 nonparticipating students (who enrolled twice and didn't show up) stands out.
3. Asynchronous courses take constant attention and top-notch delivery for students to succeed. **

Fortunately, the low completion was primarily in the first semester of the asynchronous section. It was improved in the second semester where the Honors *Research completion* rate (mostly for Honors Contracts) was 75%.

Another issue with the course overall is that we have had 3-4 late adds every semester. We are addressing this in spring 2025 by starting the course a week later. Honors students often need more time to set their schedules and find an Honors Contract topic and professor before knowing if they should enroll in IDST 150 so the later start date should help.

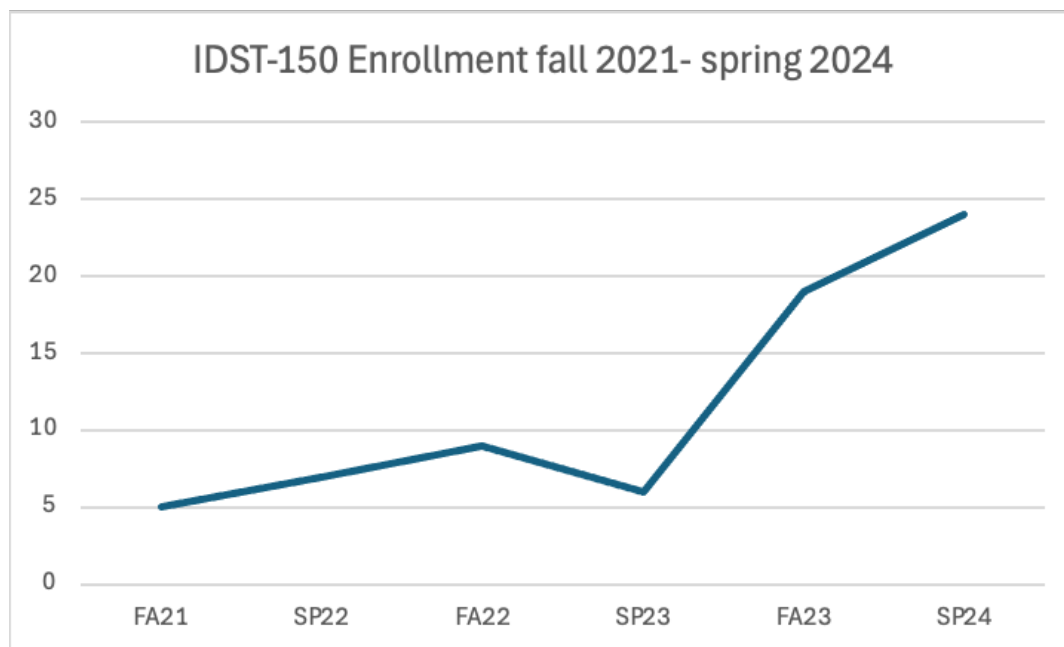
Curriculum Improvements

**As mentioned in question 4 Curriculum changes, we used student and peer feedback, and help from the instructional designer to improve the asynchronous course. We revised the asynchronous version of the course to include more student-to-student interaction, better videos, a more streamlined Canvas

framework, and more constant attention. We cannot change the census dates, but we trust that with the discussion of the quantitative and qualitative data in this program review, there will be a deeper understanding of the trends. The asynchronous course was thoroughly vetted and refined in the spring of 2024, so we look forward to trying the improved version.

PRIE Enrollment Data for IDST 150

As shown in the below graph, IDST 150 enrollments have been climbing steadily since spring 2023 with the highest enrollment in the year we had synchronous cross-listed with asynchronous. This data may not include all of the students' late adds of which there were several each semester including some post census.



*Note: In Fall 24 we opened a F2F sections and more students were enrolled in F2F than synchronous.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Honors Transfer Program has 3 PLOs. Upon graduation and/or transfer from the Honors Transfer Program, students will have:

1. Completed at least 15-units of Honors;
2. Completed Honors research;
3. Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO 1: Completed at least 15-units of Honors

As shown below, we had a drop in program completion during and post COVID-19; however, in spring 2024 we started to climb back up.

HTP Program Completion	
Year	Number of Honors Graduates
2018	9
2019	15
2020	14
2021	10*
2022	12
2023	3
2024	10

As shown in the chart below, among other benefits, HTP significantly improves students' chances of transferring to UCLA. Our admittance rate was especially strong in 2024.

Year	Applied UCLA via TAP	Admitted	Admittance Rate
2018	6	5	83%
2019	11	8	73%
2020	14	10	71%
2021	13	13	100%
2022	12	7	58%
2023	2	1	50%
2024	7	6	86%

86% is 3% higher than the state average of 83%

PLO 2: Completed Honors Research

As shown in the below table, our Honors Contracts Completion Rate has increased.

Year	# Proposals	# Proposals Completed	Percent Completed	Comments
2019/20	58	39	67%	Pandemic declared in March 2020
2020/21	50	36	72%	Pandemic
2021/22	45	27	60%	Pandemic
2022/23	25	15	60%	Pandemic declared over May 2023
2023/24	54	39	72%	56% of the completers took IDST 150 Honors Research seminar
Average	46	31	66	
Fall 2024 ALONE	40 fall semester <i>only!</i>	TBA	TBA	Fall 2024 proposal numbers <i>alone</i> are almost as high as the average year amount.

On average there were about 46 proposals a year from fall/spring 2019/2020- fall spring 2023/2024, and 31 Honors Contracts successfully completed each year. We encourage students to leverage this experience to help them meet their transfer goals by referencing their work in their personal insight questions on transfer applications. Over the last 5 years, the rate of Honors Contract completion has averaged approximately 66%. Notably, there is no penalty for students who submit Honors Contract Proposals and don't complete their Honors work, and numbers did decrease during the Pandemic.

The HTP strives for high completion rates, and despite the dip post pandemic, this year showed an increase in success. **The 2023/2024 success rate of 72% was one of the highest yet** along with 2020/2021. More than half of those successful students completed IDST 150. Additionally, we had a record number of Honors Contract Proposals in fall 2024 of 40, which is higher/close to the number in some full years.

PLO 3: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium (BHC)

HTP started in 2019 and since 2010, Cañada College's Honors students have applied to present their research at the BHC symposiums held at either Stanford University or UC Berkeley. In addition to presenting their research, students are eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's e-journal.

As shown in the below table, in recent years this conference has become increasingly competitive and students apply from community colleges all over the state, but our students have fared very well.

Year	Number of North and Central CA. Community College Honors Student Proposals	Number of Cañada College Honors Student Proposals Accepted
2011	135	8
2012	140	7
2013	150	5
2014	180	7
2015	207	2
2016	over 200	2
2017	over 200	2
2018	192	2
2019	237	3
2020	208	6
2021	BHC Event not held due to COVID	
2022		
2023	187 (only 90 proposals were accepted)	5
2024	240 (only 85 proposals were accepted)	5

Furthermore, in 2019 and 2023 **Cañada Honors students were awarded the top prize, The Heslet Scholar Award.** One Cañada Honors student was also a finalist for The Katherine Award, for the abstract showing "outstanding written flair and expressiveness."

Showcase

All students selected to present at the BHC Honors Research Symposium are also required to present at their home institution. The Canada College Honors Research Showcase fills that need. Students who are accepted to the BHC Symposium are required to present at Cañada's research showcase, and other interested students (including those not selected to present at BHC) are encouraged to present.

Cañada's Honors Research Showcase numbers are:

Year	Number of presentations
2015	5
2016	11
2017	6
2018	6
2019	7
2020	0 canceled due to COVID
2021	4
2022	8
2023	11
2024:	8

Presenting research at a formal conference can be a transformative experience for students. As the discipline expert in front of a room of students, professors, and family, students have their voices uplifted, and they gain clear increases in confidence.

Human Services

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses since the last program review have been assessed as per HMSV's SLO Assessment Plan. Incomplete, however, is PLO assessment. Since this Fall 2023 academic year marks a new 3-Year Assessment Cycle, data collection will continue with new draft of 3-Year Assessment Cycle, with prioritized PLO analysis.

Pending scheduled discussions about SLO's, the new 3-Year Assessment Cycle for HMSV is attached with supporting documents.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Discussions were paused during the pandemic and as HMSV's home department (EHD) experienced changes with faculty. Discussions resumed this semester.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

PLO's were not assessed during the pandemic (last few years), so there is no data to discuss at this point. The priority is to work with new 3-Year Assessment Plan and consistently collect and analyze all SLO, PLO and ILO data.

Interior Design

G. 9B. SLO Assessment - Impact: Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Course SLOs have been systematically assessed at least once/4 years, however we need to update and upload the SLOs into the system for our program. Depending on the individual courses, the assessment tool varies, but we have been using the same form for all our courses. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in Interior Design. Likewise, with three different certificates as fall 2015, each with their own course requirements, it has been difficult to collect the SLOs from some part-time faculty each year.

10. PLO Assessment—Plan: Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Information needed: Evidence of assessment plan | Further description of Assessment Plan
To respond to the above statement, please see point # 9B and #10 for this comprehensive assessment cycle. We have been using similar assessments plans for our SLOs without significant changes.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All courses in the assessment plan have been assessed for this comprehensive program review cycle and after the COVID period. We need to continue working in this area. Depending on the individual courses, the assessment tool varies. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in interior design.

- We have a 3-year assessment plan. This is the link to our plan:

<https://www.canadacollege.edu/assessmentsloplo/docs/draft2023plans/updated-interior-design.pdf>

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

We are up-to-date with the SLOs assessments and will continue working on keeping them updated. The SLO assessment is based on good planning from instructor preparing students to succeed at the end of the semester.

The assessment tool varies. We have been using the following analysis: the success in the project outcome was that 80% of the students scored 70% or higher in the assignment. If the learning outcome was accomplished since 90% of the students got a score of 70% or higher in the project measuring the outcome, then the strategy is successful.

At this time, we do not need to implement any specific plan to improve the outcome of assessment because the result of the spring 2024 semester was satisfactory with students getting a score of 70% or higher.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The PLOs for this program review cycle have been assessed. The three PLOs for the Interior Design Program are:

1. Communicate design concepts clearly and concisely (i.e., visual, oral, and written).
 - a. Various assignments and projects throughout the semester will be used to evaluate students' performance. Instructors will create a rubric to evaluate students based on projects / assignments criteria.
 - b. The Criterion for Success is that 80% of the students will score 70% or higher in the project.
2. Develop competitive industry standard skills in the respective fields.
 - a. This PLO relates to the Workforce skills and how to prepare students for the job market.

- b. Portfolio will be used to measure skills developed by students in capstone classes such as INTD 175, INTD 272, INTD 276.
- c. A rubric criterion developed by the Instructor of Record will be used to measure the student performance.
- d. The success in this outcome will be that 80% of the students received a score of 70% or higher in presenting at least three high quality projects measuring this outcome.

3. Understand the elements and principles of design through subject-specific implementation.

- a. A rubric developed by the instructor of record will be used to evaluate level of completion, following instructions, professional presentation, among others applying the principles and elements of design.

- b. The Criterion for Success in this outcome will be that 80% of the students received a score of 70% or higher in completing assigned projects.

After evaluating the PLOs for the program, the conclusion is that the criterion for success was achieved since 80% of the students received a score of 70% or higher in completing assigned projects. These results are also based on the SLOs analysis and criterion of success reported by instructors of record for the assessed course objectives.

There is no improvement plan set at this time. We will keep providing our students with relevant assignments for them to succeed in class and be better prepared to enter the workforce.

Kinesiology, Athletics & Dance

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our division utilizes a three year assessment plan created internally. We assess both spring and fall and meet 1 x per year to discuss results and make sure our classes and assessments are up to date. See the two "three year assessment plans" that we used, and are currently using to complete sections over time.

Past SLO plan starting Fall 2020:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2020-2021	2021-2022	2022-2023
Fall Semester	VARS 140 (golf) FITN 335.1-4 / FITN 304.1-2 TEAM 132.1-4 / TEAM 171	FITN 210 / VARS 114 (basketball) KINE 137 & 138 TEAM 187 (tennis) / 104 (baseball)	KINE 109 TEAM 111.1-3/186 (basketball) VARS 340 (volleyball) / VARS 154 (soccer)
Spring Semester	FITN 334.1-4 KINE 105 DANC 125.1-4 TEAM 184 (soccer)/185 (volleyball)	FITN 117/118/119 FITN 122/232/235 DANC 150.1-4 / VARS 170 (tennis)	FITN 154 TEAM 141.1-4/148.1-4/183 (tennis) KINE 101 / VARS 104 (baseball)
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

Current SLO plan starting Fall 2023:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 128.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1--4
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

We had two working meetings October 4-6, 2023 to discuss SLO assessments as a division. The strategies that were discussed are as follows:

- Strategy #1 - We are planning to have more working meetings at the end of each semester to evaluate and discuss more specific strategies in regards to SLO.
- Strategy #2 - We have had a dialogue about reevaluating the type of assessments used for some classes. We discussed adding additional assessment methods to reflect current teaching methods and assessments.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our PLO assessment plan is included above in 10B, below the SLO assessment schedule. Our division works to assess all 5 PLO's over the course of 5 years. We made sure to include our PLO assessments across KINE, VARS, DANCE, and FITN. Because the breadth and the range of classes we teach (KINE, VARS, FITN, DANC, TEAM) is so wide, it can be difficult for all classes to fall under each of the SLO/PLO

categories. As of fall 2023, all of our PLO's were assessed and discussed. Although we are meeting the criterion standards for all five PLO's, one improvement that was discussed was to incorporate a wider variety of assessment techniques in order to capture more data for reflection.

Latin American Studies

Mathematics

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO's on all active courses are planned out in a three-year cycle. Prof. Evan Innerst took on the responsibility of collecting SLO's, but since his retirement, we fell a bit behind with the collection of SLO's. The department plans on creating a Department coordinator position that will help to coordinate these initiatives and keep things from falling through the cracks when changes occur.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

But now, we are developing a plan of assessing and collecting data. We are discussing the assessment process through Canvas.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

This year, we plan to align the SLO's with the PLO's in Nuventive.

Medical Assisting

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The program acquired a coordinator in 2021-22. An effective assessment process has been facilitated by a dedicated faculty coordinator as best possible.

There is continuous dialogue within the department about the student learning outcome assessment, results and challenges. The curriculum review has been ongoing annually since the Pandemic and the introduction of remote learning (online and hybrid) and distance education addendum. In the past three years, faculty have undertaken Canvas training and successfully moved the medical course learning platform to online learning while focusing on student equity and success. However, the drastic changes with the program to deal with the pandemic and massive turn around in faculty has posed as a challenge at being able to assess the SLO's without bias.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but other community and state colleges as well, the SLO assessment process has been difficult to achieve.

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement.

It would be appreciated if an alternative assessment strategy/ self driven reporting process could be introduced to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Medical Assisting Program remains dedicated to student advancement, and over 85% of our students receive job offers and are hired immediately upon program completion. During the pandemic, they requested us to send students who were ready to perform with very little oversight because of a shortage of personnel. Not only did we deliver but in fact most of our students were hired post-training at their respective sites. The feedback received mentioned that the sites were impressed with the level of competency, professionalism, and integrity displayed.

The program maintains an annual meeting with its Advisory Committee, which includes students, graduates, physicians, public members, program faculty, and local business professionals. This diverse group provides valuable insights and recommendations for program improvement, discussing curriculum, goals, learning objectives, and changes in instructional methods.

The committee also offers feedback on current students' practicum experiences. The status of our program learning outcomes remains robust, dynamic, and well-aligned with the needs of Santa Mateo County's healthcare sector and the Bay Area.

Our program maintains strong relationships with a network of externship sites within Santa Mateo County with organizations like Kaiser, Sutter, Stanford, Concentra, smaller proprietorship practices health centers, etc. These partnerships have helped to ensure adequate opportunities to train in real-world scenarios. Regular evaluation of student performance at these sites allows us to assess and collect data to maintain our program outcomes.

The program faculty actively engages in both college-wide and community outreach activities. This includes participation in events such as Career fairs, resume building, interview technique workshops, Job fairs, collaboration with high schools such as Sequoia High School, and other outreach workshops in San Mateo County.

One of the most compelling indicators of our program's efficacy is the success of our students in the field.

Music

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO data has been collected for music classes that have been successfully offered.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The impact of SLO assessments has been marginal at best. Since sample sizes are so small, and there are no control groups, the SLO process is a parody of the scientific method.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

It is difficult to assess PLOs for the music program. There are few majors who complete the program, and some graduates in past years completed all their music courses elsewhere (usually in the district). Using Guided Pathways thinking, I tried to bring music majors together for mutual support, but the effort produced no results. This was during COVID times, however, and more attempts may be warranted.

1. Have meetings with majors to learn more about their artistic and career intentions.
2. Considering data from Step 1, perhaps revise the PLOs to be further in alignment with student objectives.

3. The current assessment plan calls for exit interviews with students about to graduate. Perhaps the Retention Specialist for ADP could help facilitate those interviews.

Paralegal

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All SLOs are systematically assessed. Focusing on one SLO per course has resulted in a more in-depth examination of course goals and outcomes by faculty. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The faculty discuss the SLOs and SLO assessments each spring to evaluate the process and the assessment outcomes. As a result, the SLOs are more specific and more helpful with our program evaluation. The Paralegal Program hired a coordinator to coordinate with SLO assessments. However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the SLO assessment process has been difficult to achieve.

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the College provide an alternative assessment strategy to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Philosophy

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Philosophy Department is current in its Student Learning Outcome assessments. The Philosophy department has followed its three-year assessment plan. During the current program review cycle, the program has reviewed SLOs the following courses: during the 2019-20 academic year, PHIL 103, PHIL 190, and PHIL 240; during the 2020-21 academic year, PHIL 100 and PHIL 312; and during the 2021-22 academic year, PHIL 103, PHIL 190, and PHIL 200.

There were no philosophy courses offered during the review cycle that did not have student learning outcomes assessed.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

All philosophy courses emphasize critical thinking skills, especially argument analysis. This emphasis is evident in SLOs that were evaluated in each of the assessed courses:

- For PHIL 100, the reviewed SLO was "Use philosophic methods to analyze complex arguments."
- For PHIL 103, the reviewed SLOs were 1) "Identify types of arguments and patterns of reasoning, including deductive arguments, inductive arguments, causal reasoning, analogical reasoning, and fallacious reasoning" and 2) "Represent the form of an argument by translating English statements into a formal language, using truth-functional operators."
- For PHIL 190, the reviewed SLOs included: "Explain and evaluate at least two major contemporary philosophic theories."
- For PHIL 200, the reviewed SLOs were: 1) "Represent the form of an argument by translating English statements into a formal language using truth-functional operators and quantifiers" and 2) "Construct proofs to demonstrate validity or invalidity of arguments in propositional and predicate logic, using techniques such as truth tables, truth trees, Venn diagrams, and natural deduction."
- For PHIL 240, the reviewed SLO was "Evaluate the metaphysical and epistemological aspects of major ethical theories."
- For PHIL 312 the reviewed SLOs were: 1) "Evaluate claims and arguments in the philosophy of religion (concerning the existence of God, the occurrence of miracles, the possibility of an afterlife, etc.) using the rigorous deductive and inductive techniques of critical thinking" and 2) "Examine religious viewpoints from a critically self-aware perspective."

In philosophy's previous review cycle, one noted challenge was having students formulate clear judgments on topics, which is a key part of critically assessing one's own beliefs as well others' beliefs.

To help address this challenge, the PHIL 100 courses have introduced an earlier discussion post assignment that more directly prompts students to judge differences in philosophical methods. This was the assignment that was used to judge the PHIL 100 SLO "Use philosophic methods to analyze complex arguments." This earlier discussion assignment has appeared to help students formulate judgments throughout the course rather than just summarizing viewpoints. Another intervention related to this challenge has involved creating extra credit surveys for large writing assignments that include direct prompts for students to agree and disagree with particular claims by philosophers. Adding this optional step has helped some students externalize their agreement or disagreement because they do not need to jump directly into the details behind their viewpoint.

In the previous review cycle, the SLO assessed for PHIL 240 was not met (reviewed in Spring 2017). The particular SLO assessed is no longer active for the course. But when the course was reviewed most recently, PHIL 240 did meet its student learning outcome of "Evaluate the metaphysical and epistemological aspects of major ethical theories." Eighty-five percent of students met the criterion, which consisted of a quiz that required students to distinguish the metaphysical and epistemological aspects of two major ethical theories: deontology and consequentialism. Just over half of the class earned a perfect score on the quiz.

The only SLO criteria that were not met during this assessment cycle were two from PHIL 190. The main reason for this was that each had a high standard (90% of students needed to earn a passing grade on the assessment method). Thus, students in the class actually performed collectively well to satisfactory on the outcomes: 83% met the "Recognize the social and political contexts of contemporary philosophic movements" learning outcome; while 76% met the "Analyze important concepts in contemporary philosophy" learning outcome. Thus, I don't think these results are concerning but more so reflect the ambitious goals for the selective requirement philosophy courses.

Based on the assessment results from this review cycle, the philosophy program does not have any specific new strategies to implement related directly to Learning Outcomes for the next review cycle.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program. (Please note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought five ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was

also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: “Evaluate diverse viewpoints related to the human experience,” “Analyze Social Science concepts and theories,” and “Produce evidence-based arguments.” When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the three assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Photonics & Laser Technology

Physics

Political Science

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into Nuventive on a regular basis that follows the three year assessment plan.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material. As an acknowledgement of this pre-quiz movement, the Political Science Department has begun the process of updating the pre and post quizzes in order to more fully assess the current SLOs.

Additionally, in our upcoming COR update cycle, SLOs will be more fully equitized and Umojafied for all of the Political Science courses.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: Anthropology, Communication Studies, Economics, Ethnic Studies (newly added since the last program review), Geography, History, Philosophy, Political Science, Psychology and Sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the Social Sciences Program.

Psychology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Please see Improve for the assessment plans, results and action plans by course. All course SLOs are being systematically assessed over the three-year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spreadsheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into Improve.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to evaluate and review assessment measures and methods. Further, for PSYC 410 and PSYC 106 many schools require PSYC 100 as a prerequisite to these courses. As it is not a prerequisite at Cañada, it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In the previous program review period, it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance for both courses, it was difficult to fully evaluate given the higher number of students who had previously taken PSYC 100 who were enrolled in PSYC 410 and the updated assessment methods for PSYC 106. Given this, further assessment is warranted over the next assessment period.

For PSYC 200, the upcoming program review will review student success midway through the semester and also toward the end to ensure students have a better understanding of the developmental theories.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: “Evaluate diverse viewpoints related to the human experience,” “Analyze Social Science concepts and theories,” and “Produce evidence-based arguments.” When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Radiologic Technology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all courses are systematically assess. Each course is assess at least once in a three year cycle by the teacher of record. The radiologic technology program has a set curriculum and each accepted class (cohort) moves through courses in a systematic way. So it is important and of great value to assess the effectiveness of each course. In addition, The radiologic technology program is a Career and Technical Education program and all curriculum must be updated every two years.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

There is an understanding among the radiologic technology faculty of the importance of SLO assessments and the picture it provides in order to improve program's performance. The first item we discover during this assessment cycle was that some courses have too many SLOs. So we will be carefully reviewing them and see if they are still relevant. Second, with the help of the program's office assystant we will create a calendar where every semester we will have automatic reminders to review SLOs and benchmarks at the end of each semester and third we discussed the need to find ways to connect the assessment plans for our accrediting agencies (JRCERT and the state of California, Radiation Health Branch) and assessment for school.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

- PLOs are assessed every year in accordance with JRCERT requirements, please see attached Assessment Plan 2020 - 2021

The assessment plan for Program Student Learning Outcomes (PSLOs) measures Program quality through the assessment of benchmarks set by the Program. The measurement of assessments indicate three possibilities: 1) positive results encourages us to continue utilizing current methodology, 2) negative results require review of curriculum, curriculum delivery, application of measuring tool, and then we look for possible solutions; and 3) results that are difficult or impossible to measure are revised, replaced or removed.

- In summary assessment results of PSLOs are good in demonstrating strengths and weaknesses of the program.

- Other data that reveals Program performance are:

1. The Program Effectiveness Data found in the program's website. Copy is attached
2. The American Registry of Radiologic Technologists Exam Results. 2021. Attached

Items to be implemented:

1. Sampling pools have been increased when using the Clinical Competency rating Forms
2. In the first and second semester program faculty reinforced areas of radiation protection and shielding during lecture and during practical examinations.
3. Reinforce in clinical areas the setting and manipulation of radiographic technical factors

4. Adding more radiographic trauma situations to RADT 420 and the need to have an affiliation with a trauma clinical setting. Note. We are in conversations with Valley Medical Center in Santa Clara to establish a partnership.

Sociology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The coordination process going forward will involve a new 3-year cycle established with the coordination of the social science faculty from 2020-2023. This schedule covers every sociology course currently offered at the college.

Fall 2020-21: Sociology 100

Spring 2020-2021: Sociology 105

Fall 2021-2022: Sociology 141

Spring 2021-2022: Sociology/Psychology 205

Fall 2022-2023: Sociology 100

Spring 2022-2023: Sociology 105 and/or Sociology 325

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Over the past few years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques.

Teaching has been modified and recalibrated. For example, this past year it was decided after looking at SLO results for Sociology 100 that students should receive the study guide at an earlier time to allow more opportunities for student collaboration and study. It is not clear how much of an impact this change has made, however, students reported that they thought the extra time was very helpful. This plan will continue to be implemented in Sociology 100 as more data comes in over the semesters.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was

viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Spanish

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The following table shows an example of how we assess SLOs over a three-year cycle. Of note, we list courses instead of individual SLOs for each course, because we assess every SLO for each course (in all sections, if there are multiple sections of a course). In the three-year cycle, each course can be seen not just once, but two or three times, because we assess every SLO in each course more frequently than required.

	2020-2021	2021-2022	2022-2023
Fall Semester	SPAN 150	SPAN 150	SPAN 150
	SPAN 131/132/140	SPAN 152	SPAN 152
	SPAN 152	SPAN 131/132/140	SPAN 131/132/140
		SPAN 161	
Spring Semester	SPAN 110/111/112	SPAN 120/121/122	SPAN 110/111/112
	SPAN 145	SPAN 162	SPAN 145
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	PLO 1 & 2	PLO 3 & 4	PLO 1 & 2
	SPRING 2021	SPRING 2022	SPRING 2023
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

The following table shows how many SLOs that we assess for each course, as well as the number of times that we have reported results for each SLO.

Course	SLOs	Assessment Methods	Results
CAN SPAN 110	4	4	48
CAN SPAN 111	4	4	42
CAN SPAN 112	4	4	34
CAN SPAN 120	6	6	44
CAN SPAN 121	6	6	6
CAN SPAN 122	6	6	1
CAN SPAN 131	6	6	71
CAN SPAN 132	6	6	71
CAN SPAN 140	6	6	71
CAN SPAN 145	3	3	3
CAN SPAN 150	4	4	15
CAN SPAN 152	4	4	16
CAN SPAN 162	4	4	4

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

By and large, the SLOs have met the criterion for success that we defined. In this case, we feel we're on the right track and it has not been necessary to engage in dialogue.

On the occasions when it was inconclusive whether the criterion for success had been met, it was generally due to having very few students in a course; this was often the case with SPAN 111, 112, 121 and 122, which are not stand-alone courses and typically enroll a handful of students per semester, if any.

There have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that

students are learning. This is necessary in order to use the language in a culturally appropriate manner. But, more importantly, students need to set aside their ethnocentrism so as to be able to understand and appreciate other people and other cultures in a non-judgemental manner.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three-Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Every year we assess every SLO of the last course in the Spanish sequence for each of the two paths that students can take to obtain an Associate Degree: SPAN 140 for learners of Spanish as a foreign language, and SPAN 152 for heritage speakers of Spanish. Since these courses represent the highest level of Spanish that students attain, the SLOs serve also as our PLOs.

As already mentioned in 9.B, there have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning in order to use the language in a culturally appropriate manner and to set aside their ethnocentrism so as to be able to understand and appreciate others in a non-judgmental manner. In general, there has not been an issue meeting cultural SLOs in SPAN 152. This course enrolls heritage speakers of Spanish (with perhaps at most one exception per semester), and these students take great pride in their culture, and are eager to learn more about the culture of other Spanish-speakers.

Spanish Program Learning Outcomes:

Students completing this program will be able to:

- Produce and understand oral and written communication at an Advanced High level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).
- Recognize their own errors and self-correct in order to improve accuracy in Spanish grammar and spelling.
- Compare and contrast cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities.
- Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

Theatre Arts

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, this is actually a rather simple task, as for the last three years the Theatre Arts Department has only been offering two courses: DRAM 200 Acting and DRAM 140 Introduction to Theatre. DRAM 140 is assessed twice, using two different SLO's, over this three-year plan, and DRAM 200 Acting is assessed once.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The results of the SLO assessment are more than satisfactory; students are surpassing the goals set for every SLO. However, I'd like to see an even higher success rate for DRAM 200 Acting SLO "Three Areas of Acting." The assessment for this SLO is the students' final performance of a scene or monologue. Those who *do* perform their final project generally do very well indeed – the problem is attrition.

Every semester I get one, perhaps two students who just drop off the radar and don't respond to my emails. Early and frequent urging (both live and through email) to just stay in touch does seem to have some effect – every semester I work out a "catch up plan" with students who have missed rehearsal. Still, there are students who slip through the cracks, and this is what keeps the success rate for this SLO hovering around 80%, and not much higher. Perhaps offering those students the chance to record a monologue for partial credit – implementing strategies learned from the development of the Department's radio drama production - would help.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Arts Engagement PLO was barely met, with exactly 70% (the absolute minimum) of students completing their Personal Response to a Live Performance. Again, there may be other ways (more friendly to low-income students, students working full time, or students with children) in which students can engage in the arts both within and outside of the District in order to meet this objective. In addition to the radio drama idea (see above), perhaps a student-driven live storytelling event, or an evening of cinematic scene study (a joint effort of the Literature and Theatre Arts Department) would be a good way to increase student engagement.

Umoja

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Each of our 3 classes have current SLOs as determined by each of their respective departments.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Our current course SLOs have the additional enhancement of the 18 Umoja Practices that provide the impact that we see with our success and retention rates.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Umoja Program is in the process of developing PLOs, which will be finalized by the end of Spring 2024 when we have completed our in-depth study of the 18 Umoja Practices and their relationship to our Program Learning Outcomes.

Accounting & Business

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your

PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Astronomy & Physics

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All SLO's are systematically being evaluated annually and are up to date.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The SLO results show no long-term significant changes. Observations on assessment format are being monitored, but our focus is much more on retention as a predictor of success.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Program Learning Outcomes (PLO's) have been evaluated and the results are satisfactory. However, we found that the PLO's were a bit broad and need some refinement to be useful.

College for Working Adults (CWA)

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLOs for CWA courses are assessed in the departments offering the courses. The CWA does not assess SLOs.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

N/A

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Upon graduation from the College for Working Adults, students will have achieved their personal educational goals as indicated at start of program, as evidenced by:

1. Earning one, two, or three Associate degrees within a three year time frame
2. For Transfer-oriented students: receiving acceptance to the four-year college or university of their choice
3. Demonstrating an increase in confidence from start of program to end of program in their ability to complete a two-year or four- year degree
4. Indicate confidence in their ability to advance in their career and professional goals

SLOs 2023

Art & Art History

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a three-year cycle.

All Art Studio courses are up to date. There are currently 6 courses being offered. All have been assessed in accordance with the 3-year cycle.

Art History SLO's are cycled for all our core courses (Art 101, Art 102, Art 103, and Art 104) over a two-year time period. The selective courses (i.e., Art 131, Art 250) are assessed as they are taught. We teach one of these classes each academic year.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In Art History, SLO assessments have been affected by the sudden shift in class modalities. The assessment tools used in a face-to-face Art History class (i.e., slide Identification exams) aren't feasible for online classes. The learning outcomes are the same, but the manner in which they are measured have altered.

However, the consistent meeting of the success criterion for students in our classes indicates that the new modes of assessment are working.

For example, instead of the students writing an essay in class, they are now required to read articles about current pressing issues in the period of art history we are studying and evaluate (and reflect upon) how we interpret the art we are studying. The student learning outcomes about critical thinking, using the language of art history, and identifying monuments and objects are the same, but the assignments are different. What is particularly encouraging from evaluating the SLO's is that students are responding favorably to the new assignments, and the outcomes are stronger.

We are pleased that the Covid crisis pushed us to move to different modalities of teaching and learning, and we are encouraged to investigate ways to re-think assignments in both our online and face-to-face classes.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The challenges of PLO assessment for the Art and Art History Program (within the Arts Program) were discussed in question 5A. We were in the early stages of seeking guidance from the Assessment Coordinator about beginning a deep dive into re-thinking of PLO's for the Arts Program before her departure. In the absence of an Arts Coordinator, we are collaborating with our colleague in Music to take a deep dive into re-thinking how our Arts Program can be organized to allow for (perhaps new PLO's?) to reflect the inter-relatedness of the different fields of art, while acknowledging the differing strategies within different disciplines. We will be pursuing help from the new Assessment Coordinator when they are appointed. This is a major goal for the upcoming academic year, and will need the participation and input of a full-time Art Studio faculty member.

English

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We are in compliance and have been assessing all of the courses that have been offered. Courses are assessed once during each three years. At least one faculty member who is teaching a particular course assesses that course when it comes up for review and inputs it in Nuventive. We discuss student outcomes at almost all of our meetings as we try to figure out how to improve them.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

As part of the SLO assessment process, we've considered revising our SLOs to articulate more accurately our goals for student learning, but we also know that AB 1111 is going to require all transfer courses, across the state, to adopt "equivalent" SLOs. In addition, in practice much of our student outcome assessment entails the discussion of what we see in reviewing and assessing student work (i.e. from grading), which remains a useful barometer of student progress and needs.

We evaluate our SLO and PLO outcomes holistically by offering a multitude of assignments and assessments and by spending as much department time as possible discussing how to improve student outcomes. SLO and PLO discussion is part of every meeting, whether we're talking about the texts we teach, lesson strategy, or contract grading.

A concrete consequence of our assessment of students outcomes is our decision to dedicate time and resources to AB 1705 support pods, so that we may investigate what we could be doing better and then implement, assess, and revise our teaching. In other words, we will be applying the student learning outcome assessment process to our own teaching.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our PLO process entails norming, which means compiling anonymous student essays of varying degrees of development, as well as the accompanying essay prompts, and then assessing essays and discussing our disparate grades. In other words, we attempt to elucidate, discuss, and reach agreement on our expectations for student work.

An ancillary outcome of this process is what we have learned from reviewing each other's essay prompts. We see more and less prescriptive approaches as well as the student outcomes based on differing teaching styles, and we are able to incorporate each other's ideas in our own pedagogy and assessments.

Those of us who are able to participate in these sessions reach consensus, for the most part, on expectations for student work. From this work as well as our review of PRIE data on disparate student outcomes across sections of the same course, we can see the need to compensate adjunct faculty, so everyone will be able to participate.

English as a Second Language (ESL)

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our department has [organized our courses](#) into five groups of two and one group of three, each group being assessed in its entirety once during the three-year cycle. In other words, in a given semester, there are two (or in one case, three) courses being assessed – six groups of courses, six semesters, one group per semester. Every SLO for a course is included when the course is assessed. If a course is canceled due to low enrollment, it will be assessed during the next assessment cycle according to the three-year plan.

The nature or type of assessment is determined by individual teachers in the program according to the type of skill that is addressed in the SLO. For example, if an SLO for ESL 922 requires students to be able to compose an intermediate-level paragraph which includes properly organized relevant content, then the assessment for that SLO would be to write such a paragraph. If an SLO for ESL 914 states that students should be able to utilize academic resources and study skills to support their coursework at the advanced level, then the assessment for that SLO might be to write a one-page summary of a campus library orientation which focuses on identifying and locating materials for an upcoming research paper.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In our last Program Review (fall 2019), our department had concluded that further data collection from an additional three-year assessment cycle was needed in order to identify trends reliably and draw meaningful conclusions.

However, what followed was the 2020 – 2023 Assessment Cycle, most of which occurred during the COVID-19 lockdown. Our department's decision during that time was to continue assessing our courses individually for the purposes of department-level discussions at meetings but to suspend reporting the results of those assessments in Nuventive. We felt strongly that the effects of severely diminished class sizes (usually in the single digits) and the sudden, unplanned shift to online/Zoom classes were such that any data collected at that time would produce a false representation of the program. We believed it was critical not to confound assessment work up to that point by comparing pre- and mid-COVID-19 courses as if they were from comparable settings. It would have been an apples-to-oranges comparison. Our opinion was reinforced by the district's willingness to institute a policy during the lockdown that allowed all students to drop courses past the usual deadline, to receive "no pass" grades instead of "F" grades, and to repeat courses that they had already passed. Like us, the district recognized the anomalous nature of the COVID-19 semesters.

When face-to-face classes resumed in the spring of 2022, our department began reporting assessment data on Nuventive once again, according to our three-year plan. This means for the 2020 – 2023 assessment cycle we have data reported for ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808. (ESL 836, which was not scheduled by our Dean due to low enrollment, did not get assessed in that cycle.) Additionally, we have continued into the new assessment cycle for 2023 – 2026, with ESL 914, ESL 924, and ESL 400 being assessed this fall semester.

Our department includes assessment as an agenda item for at least one of our meetings each semester. We maintain a GoogleDoc of meeting notes, to which we all have access, and this enables everyone in the department to stay informed of the current status of our courses in terms of assessment. Additionally, it allows everyone to contribute observations and ask questions about our assessment practices and results. This semester, because we now have at least two assessment cycles' worth of non-COVID-19 data for the courses listed above (ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808), one of our agendas will include a discussion item about those assessment results.

One new strategy we plan to implement this year reflects a shift in our assessment procedures. Currently, one full-time faculty member is in charge of gathering and uploading all assessment data, with another full-time faculty member assisting. However, our department plans to reorganize this process so that each full-time faculty member will be responsible for two (and in one case, three) of the 13 courses we offer in our program. Each semester, according to our three-year plan, the faculty members whose courses are being assessed that semester will take a turn collecting and uploading the data for those courses. In this way, every full-time faculty member in the department will share in the responsibility of maintaining our assessment information. This change will also help keep our assessment data up-to-date and accurate because there will be six different people actively keeping track of the data instead of just one or two. Finally, this system will help inform our discussions about assessment because we will all have a hands-on role in maintaining Nuventive.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The ESL Department PLOs can be found at the bottom of [our home page](#). Over the past several years, our PLO assessment has continued to evolve. We recently noticed that an SLO adjustment we had made to our program's capstone course, ESL 400, unintentionally created a gap in our PLOs. Specifically, the second and third SLOs of this course were deleted and replaced with others. The problem was that those two original SLOs mirror the second and third learning outcomes of our program, and those PLOs track directly to the Critical Thinking and Communication ILOs for our college.

After discussing the pros and cons of replacing the two original ESL 400 SLOs, we made a departmental decision to put back the SLOs that had been removed, thereby ensuring that all students can achieve our program's PLOs by successfully completing ESL 400. The COR for this course has been submitted to the Curriculum queue for the October 5th Curriculum Committee meeting, and revisions should be complete by mid semester this fall.

Our department's primary means of assessing our PLOs is via ESL 400. However, as students enter and exit our program at various levels due to lifelong-learning goals, we assess PLO #2 and #3 at multiple levels and in multiple courses. For example, PLO #2, which focuses on academic resources, study skills, and technology skills, and PLO #3, which focuses on creating Student Educational Plans and/or identifying educational opportunities, are assessed every semester and reported in Nuventive according to our 3-Year Assessment Plan.

Human Services

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses since the last program review have been assessed as per HMSV's SLO Assessment Plan. Incomplete, however, is PLO assessment. Since this Fall 2023 academic year marks a new 3-Year Assessment Cycle, data collection will continue with new draft of 3-Year Assessment Cycle, with prioritized PLO analysis.

Pending scheduled discussions about SLO's, the new 3-Year Assessment Cycle for HMSV is attached with supporting documents.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Discussions were paused during the pandemic and as HMSV's home department (EHD) experienced changes with faculty. Discussions resumed this semester.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

PLO's were not assessed during the pandemic (last few years), so there is no data to discuss at this point. The priority is to work with new 3-Year Assessment Plan and consistently collect and analyze all SLO, PLO and ILO data.

Kinesiology, Athletics & Dance

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our division utilizes a three year assessment plan created internally. We assess both spring and fall and meet 1 x per year to discuss results and make sure our classes and assessments are up to date. See the two "three year assessment plans" that we used, and are currently using to complete sections over time.

Past SLO plan starting Fall 2020:

Faculty SLO/PLO/ILO 3-Year Assessment Plan			
Department Name: <u>Kinesiology, Athletics & Dance</u>			
	2020-2021	2021-2022	2022-2023
Fall Semester	VARS 140 (golf)	FITN 210 / VARS 114 (basketball)	KINE 109
	FITN 335.1-4 / FITN 304.1-2	KINE 137 & 138	TEAM 111.1-3/186 (basketball)
	TEAM 132.1-4 / TEAM 171	TEAM 187 (tennis) / 104 (baseball)	VARS 340 (volleyball) / VARS 154 (soccer)
Spring Semester	FITN 334.1-4 KINE 105	FITN 117/118/119	FITN 154
	DANC 125.1-4	FITN 122/232/235	TEAM 141.1-4/148.1-4/183 (tennis)
	TEAM 184 (soccer)/185 (volleyball)	DANC 150.1-4 / VARS 170 (tennis)	KINE 101 / VARS 104 (baseball)
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

Current SLO plan starting Fall 2023:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 126.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1-4
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

We had two working meetings October 4-6, 2023 to discuss SLO assessments as a division. The strategies that were discussed are as follows:

- Strategy #1 - We are planning to have more working meetings at the end of each semester to evaluate and discuss more specific strategies in regards to SLO.
- Strategy #2 - We have had a dialogue about reevaluating the type of assessments used for some classes. We discussed adding additional assessment methods to reflect current teaching methods and assessments.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our PLO assessment plan is included above in 10B, below the SLO assessment schedule. Our division works to assess all 5 PLO's over the course of 5 years. We made sure to include our PLO assessments across KINE, VARS, DANCE, and FITN. Because the breadth and the range of classes we teach (KINE, VARS, FITN, DANC, TEAM) is so wide, it can be difficult for all classes to fall under each of the SLO/PLO categories. As of fall 2023, all of our PLO's were assessed and discussed. Although we are meeting the criterion standards for all five PLO's, one improvement that was discussed was to incorporate a wider variety of assessment techniques in order to capture more data for reflection.

Learning Center

Library

Medical Assisting

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The program acquired a coordinator in 2021-22. An effective assessment process has been facilitated by a dedicated faculty coordinator as best possible.

There is continuous dialogue within the department about the student learning outcome assessment, results and challenges. The curriculum review has been ongoing annually since the Pandemic and the introduction of remote learning (online and hybrid) and distance education addendum. In the past three years, faculty have undertaken Canvas training and successfully moved the medical course learning platform to online learning while focusing on student equity and success.

However, the drastic changes with the program to deal with the pandemic and massive turn around in faculty has posed as a challenge at being able to assess the SLO's without bias.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but other community and state colleges as well, the SLO assessment process has been difficult to achieve.

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement.

It would be appreciated if an alternative assessment strategy/ self driven reporting process could be introduced to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Medical Assisting Program remains dedicated to student advancement, and over 85% of our students receive job offers and are hired immediately upon program completion. During the pandemic, they requested us to send students who were ready to perform with very little oversight because of a shortage of personnel. Not only did we deliver but in fact most of our students were hired post-training at their respective sites. The feedback received mentioned that the sites were impressed with the level of competency, professionalism, and integrity displayed.

The program maintains an annual meeting with its Advisory Committee, which includes students, graduates, physicians, public members, program faculty, and local business professionals. This diverse group provides valuable insights and recommendations for program improvement, discussing curriculum, goals, learning objectives, and changes in instructional methods.

The committee also offers feedback on current students' practicum experiences. The status of our program learning outcomes remains robust, dynamic, and well-aligned with the needs of Santa Mateo County's healthcare sector and the Bay Area.

Our program maintains strong relationships with a network of externship sites within Santa Mateo County with organizations like Kaiser, Sutter, Stanford, Concentra, smaller proprietorship practices health centers, etc. These partnerships have helped to ensure adequate opportunities to train in real-world scenarios. Regular evaluation of student performance at these sites allows us to assess and collect data to maintain our program outcomes.

The program faculty actively engages in both college-wide and community outreach activities. This includes participation in events such as Career fairs, resume building, interview technique workshops, Job fairs, collaboration with high schools such as Sequoia High School, and other outreach workshops in San Mateo County.

One of the most compelling indicators of our program's efficacy is the success of our students in the field.

Music

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO data has been collected for music classes that have been successfully offered.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The impact of SLO assessments has been marginal at best. Since sample sizes are so small, and there are no control groups, the SLO process is a parody of the scientific method.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of

your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

It is difficult to assess PLOs for the music program. There are few majors who complete the program, and some graduates in past years completed all their music courses elsewhere (usually in the district). Using Guided Pathways thinking, I tried to bring music majors together for mutual support, but the effort produced no results. This was during COVID times, however, and more attempts may be warranted.

1. Have meetings with majors to learn more about their artistic and career intentions.
2. Considering data from Step 1, perhaps revise the PLOs to be further in alignment with student objectives.
3. The current assessment plan calls for exit interviews with students about to graduate. Perhaps the Retention Specialist for ADP could help facilitate those interviews.

Radiologic Technology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all courses are systematically assessed. Each course is assessed at least once in a three year cycle by the teacher of record. The radiologic technology program has a set curriculum and each accepted class (cohort) moves through courses in a systematic way. So it is important and of great value to assess the effectiveness of each course. In addition, The radiologic technology program is a Career and Technical Education program and all curriculum must be updated every two years.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

There is an understanding among the radiologic technology faculty of the importance of SLO assessments and the picture it provides in order to improve program's performance. The first item we discovered during this assessment cycle was that some courses have too many SLOs. So we will be carefully reviewing them and see if they are still relevant. Second, with the help of the program's office assistant we will create a calendar where every semester we will have automatic reminders to review SLOs and benchmarks at the end of each semester and third we discussed the need to find ways to connect the assessment plans for our accrediting agencies (JRCERT and the state of California, Radiation Health Branch) and assessment for school.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of

your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

- PLOs are assessed every year in accordance with JRCERT requirements, please see attached Assessment Plan 2020 - 2021

The assessment plan for Program Student Learning Outcomes (PSLOs) measures Program quality through the assessment of benchmarks set by the Program. The measurement of assessments indicate three possibilities: 1) positive results encourages us to continue utilizing current methodology, 2) negative results require review of curriculum, curriculum delivery, application of measuring tool, and then we look for possible solutions; and 3) results that are difficult or impossible to measure are revised, replaced or removed.

- In summary assessment results of PSLOs are good in demonstrating strengths and weaknesses of the program.

- Other data that reveals Program performance are:

1. The Program Effectiveness Data found in the program's website. Copy is attached
2. The American Registry of Radiologic Technologists Exam Results. 2021. Attached

Items to be implemented:

1. Sampling pools have been increased when using the Clinical Competency rating Forms
2. In the first and second semester program faculty reinforced areas of radiation protection and shielding during lecture and during practical examinations.
3. Reinforce in clinical areas the setting and manipulation of radiographic technical factors
4. Adding more radiographic trauma situations to RADT 420 and the need to have an affiliation with a trauma clinical setting. Note. We are in conversations with Valley Medical Center in Santa Clara to establish a partnership.

Spanish

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The following table shows an example of how we assess SLOs over a three-year cycle. Of note, we list courses instead of individual SLOs for each course, because we assess every SLO for each course (in all sections, if there are multiple sections of a course). In the three-year cycle, each course can be seen not just once, but two or three times, because we assess every SLO in each course more frequently than required.

	2020-2021	2021-2022	2022-2023
Fall Semester	SPAN 150	SPAN 150	SPAN 150
	SPAN 131/132/140	SPAN 152	SPAN 152
	SPAN 152	SPAN 131/132/140	SPAN 131/132/140
		SPAN 161	
Spring Semester	SPAN 110/111/112	SPAN 120/121/122	SPAN 110/111/112
	SPAN 145	SPAN 162	SPAN 145
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	PLO 1 & 2	PLO 3 & 4	PLO 1 & 2
	SPRING 2021	SPRING 2022	SPRING 2023
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

The following table shows how many SLOs that we assess for each course, as well as the number of times that we have reported results for each SLO.

Course	SLOs	Assessment Methods	Results
CAN SPAN 110	4	4	48
CAN SPAN 111	4	4	42
CAN SPAN 112	4	4	34
CAN SPAN 120	6	6	44
CAN SPAN 121	6	6	6
CAN SPAN 122	6	6	1
CAN SPAN 131	6	6	71
CAN SPAN 132	6	6	71
CAN SPAN 140	6	6	71
CAN SPAN 145	3	3	3
CAN SPAN 150	4	4	15
CAN SPAN 152	4	4	16
CAN SPAN 162	4	4	4

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

By and large, the SLOs have met the criterion for success that we defined. In this case, we feel we're on the right track and it has not been necessary to engage in dialogue.

On the occasions when it was inconclusive whether the criterion for success had been met, it was generally due to having very few students in a course; this was often the case with SPAN 111, 112, 121 and 122, which are not stand-alone courses and typically enroll a handful of students per semester, if any.

There have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning. This is necessary in order to use the language in a culturally appropriate

manner. But, more importantly, students need to set aside their ethnocentrism so as to be able to understand and appreciate other people and other cultures in a non-judgemental manner.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Every year we assess every SLO of the last course in the Spanish sequence for each of the two paths that students can take to obtain an Associate Degree: SPAN 140 for learners of Spanish as a foreign language, and SPAN 152 for heritage speakers of Spanish. Since these courses represent the highest level of Spanish that students attain, the SLOs serve also as our PLOs.

As already mentioned in 9.B, there have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning in order to use the language in a culturally appropriate manner and to set aside their ethnocentrism so as to be able to understand and appreciate others in a non-judgemental manner. In general, there has not been an issue meeting cultural SLOs in SPAN 152. This course enrolls heritage speakers of Spanish (with perhaps at most one exception per semester), and these students take great pride in their culture, and are eager to learn more about the culture of other Spanish-speakers.

Spanish Program Learning Outcomes:

Students completing this program will be able to:

- Produce and understand oral and written communication at an Advanced High level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).
- Recognize their own errors and self-correct in order to improve accuracy in Spanish grammar and spelling.
- Compare and contrast cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities.
- Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

Theatre Arts

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, this is actually a rather simple task, as for the last three years the Theatre Arts Department has only been offering two courses: DRAM 200 Acting and DRAM 140 Introduction to Theatre. DRAM 140 is assessed twice, using two different SLO's, over this three-year plan, and DRAM 200 Acting is assessed once.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The results of the SLO assessment are more than satisfactory; students are surpassing the goals set for every SLO. However, I'd like to see an even higher success rate for DRAM 200 Acting SLO "Three Areas of Acting." The assessment for this SLO is the students' final performance of a scene or monologue. Those who *do* perform their final project generally do very well indeed – the problem is attrition.

Every semester I get one, perhaps two students who just drop off the radar and don't respond to my emails. Early and frequent urging (both live and through email) to just stay in touch does seem to have some effect – every semester I work out a "catch up plan" with students who have missed rehearsal. Still, there are students who slip through the cracks, and this is what keeps the success rate for this SLO hovering around 80%, and not much higher. Perhaps offering those students the chance to record a monologue for partial credit – implementing strategies learned from the development of the Department's radio drama production - would help.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Arts Engagement PLO was barely met, with exactly 70% (the absolute minimum) of students completing their Personal Response to a Live Performance. Again, there may be other ways (more friendly to low-income students, students working full time, or students with children) in which students can engage in the arts both within and outside of the District in order to meet this objective. In addition to the radio drama idea (see above), perhaps a student-driven live storytelling event, or an evening of cinematic scene study (a joint effort of the Literature and Theatre Arts Department) would be a good way to increase student engagement.

Umoja

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Each of our 3 classes have current SLOs as determined by each of their respective departments.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Our current course SLOs have the additional enhancement of the 18 Umoja Practices that provide the impact that we see with our success and retention rates.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Umoja Program is in the process of developing PLOs, which will be finalized by the end of Spring 2024 when we have completed our in-depth study of the 18 Umoja Practices and their relationship to our Program Learning Outcomes.

Anthropology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all active courses are being systematically assessed over a three-year cycle with a 100% completion rate.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Strategies include teaching thematically, ordering resources, and funding professional development for faculty to help teach multiple subjects within Anthropology.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze

Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Art & Art History

Biological & Health Sciences

Career & Personal Development

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are assessed according to our 3-year cycle. Currently, our assessment plan is up-to-date and in compliance. Coordination of SLO assessment occurs across all active CRER classes and the respective teaching faculty. SLO's are assessed at the end of every course offering.

Because several sections of CRER 137 are offered each semester, instructors decide as a team which SLO to assess.

The following are the SLO's for CRER courses:

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

- 1. Evaluate coursework for transfer requirements.*
- 2. Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.*
- 3. Identify transfer policies for admission purposes.*

CRER 300 Introduction to Scholarships

1. *Demonstrate research skills in relationship to exploring financial aid and scholarship opportunities.*
2. *Write a personal statement for a scholarship application. Demonstrate an understanding of time management and organization skills.*

CRER 137 Life and Career Planning

1. *Create an effective resume to be used for career-related opportunities.*
2. *Evaluate career assessment results (interests, satisfying work skills, values and personality.)*
3. *Demonstrate knowledge of informational interviewing skills.*

CRER 430 Career Assessment

1. *Use career research resources in the area of career and life planning based on the results of the Assessment Inventories.*
2. *Complete Student Educational Plan.*
3. *Interpret and understand career assessment results.*

CRER 401 College Success

1. *Identify at least five study techniques that lead to college success.*
2. *Identify their learning style and use of appropriate study techniques.*
3. *Students will be able to identify the prerequisite courses for their major.*

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

In the previous cycle (2017-2020), faculty met each semester as a group to discuss best practices and to analyze SLO's and discuss changes and/or updates needed. Faculty also met individually throughout the semesters to discuss best practices for evaluating and obtaining data for SLO's. This current cycle, faculty have not yet met as we previously did. Therefore, the SLO's used for this current cycle needs to be reviewed/discussed by the CRER instructors to ensure they are all relevant and in-line with our current and/or future Mission. It is also important to note that the same SLO's were assessed in the previous cycle.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements

Communication Studies

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Currently, the college is in the 3rd and final year of the cycle. In 2020-2021, year 1 of the cycle, COMM 110 and COMM 140 were assessed, aligning with 4 ILOs: Critical Thinking, Community, Communication and Creativity. In year 2 of the cycle, COMM 127 and COMM 130 were assessed, aligning with the same 4 ILOs from the year prior. Additionally, during 2021-2022, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed.

All course CORs were updated during Fall 2019, which included an examination and/or update of the SLOs. Due to changes to the SLOs and the COMM 2.0 degree starting Fall 2023, the COMM program's next 3-year cycle (the term ends this academic year), may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, there are two things that should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There were four MOU's regarding workload for faculty during the Fall 2020, Spring 2021, Fall 2021 and Spring 2022 semesters – see below*. Therefore, two of the three years within the current 3-year assessment cycle may have resulted in courses not being assessed due to workload.

***NOTE:** For the 2020-2023 assessment cycle, "**Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020, Spring 2021, Fall 2021 and Spring 2022]**". High-volume or high-demand duties are any of the following:

- Service on a committee (each committee counts as one high-volume duty)
- Program review
- Curriculum development (except for DE addenda)
- SLO's"

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Over the years, many conversations have occurred regarding the assessment of student learning in the classroom specific to the COMM program and courses. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the

scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Computer Business Office Technology (CBOT)

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO assessment has been completed according to the 3 year PLO/SLO schedule. Results are posted in Nuventive Improve

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

SLO’s do not seem to affect enrollment at this time. Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

10 PLO Assessment

Describe your program’s Program Learning Outcomes assessment plan using your Program/Department’s Three Year Assessment Plan Summarize the major findings of your

PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Program Learning Outcomes are assessed on a three-year assessment plan. Results are posted in Nuventive Improve.

Economics

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all active courses being systematically assessed over a three-year cycle. As noted in my prior program review, the coordination of this task is difficult and time-consuming effort. Especially given that economics is a one-person department and there is virtually no way to compel part timers to turn in SLO results in a timely manner.

Given these constraints, here is what we try to do in the economics department:

- Part timers are made aware at the start of the semester which SLO is to be measured. As we cannot compel participation, each part timer is invited to participate and share his or her results. Both the deployment of the measurement tool as well as the tool's form is determined by each faculty member. Those who participate share their results with the full-time person. Any necessary aggregation is done in a qualitative manner. Econ's SLO's are consistently measured within the 3-year mandated time frame. Generally, the students almost always perform at or above the expected level of success. However, trends in student SLO mastery can only be studied over time so it is the belief of the economics faculty that, rather than change the existing SLO's, we should continue to measure existing SLO's to see if any patterns worth studying emerge. Additionally, COVID often caused measurements to be done differently than in the past and with a much smaller data set (smaller classes). The COVID data, relative to past non COVID data, may not be very comparable to prior year results.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

As noted in the prior program review, the conclusions drawn from SLO assessment are weak for the following reasons:

- 1) The variety of methods employed to collect the data do not allow for statistically valid aggregation.
- 2) The assessment methods are different from instructor to instructor. Requiring the same method of data collection would raise serious questions around academic freedom.
- 3) The numbers are often too small to draw much confidence from.

4) Finally, this study, while from 2018, has yet to be refuted and calls into question if all these efforts are not worth the investment of time. <https://www.chronicle.com/article/An-Insider-s-Take-on/242235>

Given all that, the dialog that happens between my part-time faculty members and myself as well as among all the social scientists can be described as follows:

As between the participating part-timers and me, we discuss how our “rates” of success compare. We note where there are significant differences (either + or -) and see what we can learn from one another’s approach to assessing the SLO in question. Where trends are discernable, we discuss them. When events like COVID make comparisons difficult we note of that.

Among all the social scientists we occasionally discuss our SLO’s at our monthly meetings. Here the discussion is more along the lines of what types of methods someone might use to measure a given SLO as compared to differences in rates of success. By having this dialog, we often learn of different (and better) ways to collect SLO data.

Based on these discussions the department considers adding/subtracting an SLO. Additionally, these discussions might also serve as a vehicle for changing the method (e.g., from an essay to a multiple-choice question or from pre assessment to a pre and post assessment) of assessing an existing SLO to get (hopefully) a more accurate measure of the student’s competence with respect to a given SLO. With respect to one example of a specific strategy that I have implemented, I now try to measure SLO’s with a post assessment assignment, completed shortly after we have discussed the material in question.

10 PLO Assessment

Describe your program’s Program Learning Outcomes assessment plan using your Program/Department’s Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: “Evaluate diverse viewpoints related to the human experience,”

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During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Ethnic Studies

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

To my knowledge, course SLOs have not been assessed and there will be more information available in the future.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

History

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over the three-year cycle. The History Department revisits the Three-Year Assessment Plan each year and makes any necessary adjustments; for example, when a class is cancelled or the offerings differ from what we had originally planned.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Most of the adjustments we have made in response to SLO assessments have been at the individual and course level. For example, clarifying the language in the instructions we provide to students, or adding a model/example of what we are looking for. However, in our discussions about assessment, we often share information about how we approach the curriculum, assignments, and activities in different ways. As always, sharing our practices with each other often gives us new ideas and new ways to think about how and what we are teaching.

One observation from this three-year cycle: for some of our courses, we have as many as four or five SLOs. However, we have identified some of those as being much more important to us than others. In the next curriculum review cycle (this year, 2022-2023), we plan to review and revise our SLOs and focus on the most important ones.

We may also want to look at new means of assessing SLOs given the multi-modality instruction we now offer at Cañada. That said, given our high SLO "meets criteria" rates this will consist of minor changes or possibly just trying something new.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or

disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs:

- Evaluate diverse viewpoints related to the human experience;
- Analyze Social Science concepts and theories;
- Produce evidence-based arguments.

When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Paralegal

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All SLOs are systematically assessed. Focusing on one SLO per course has resulted in a more in-depth examination of course goals and outcomes by faculty. The Paralegal Program hired

a coordinator in the Fall of 2019. However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the SLO assessment data reflect the significant impact of COVID-19 and are not accurate or relevant.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The faculty discuss the SLOs and SLO assessments each spring to evaluate the process and the assessment outcomes. As a result, the SLOs are more specific and more helpful with our program evaluation. The Paralegal Program hired a coordinator in the Fall of 2019 to coordinate with SLO assessments. However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the SLO assessment data does not reflect the significant impact of COVID-19 and are not accurate or relevant.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Due to course cancellations and the lack of a program coordinator prior to the Fall of 2019, program-level outcome assessments were lacking. With the hiring of a Paralegal Program coordinator in the Fall of 2019, all Program Learning Outcomes (PLOs) were regularly assessed and tracked. With the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the PLO assessment data reflect the significant impact of COVID-19 and are not accurate or relevant.

Philosophy

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Philosophy Department is current in its Student Learning Outcome assessments. The Philosophy department has followed its three-year assessment plan. During the current program review cycle, the program has reviewed SLOs the following courses: during the 2019-20 academic year, PHIL 103, PHIL 190, and PHIL 240; during the 2020-21 academic year, PHIL 100 and PHIL 312; and during the 2021-22 academic year, PHIL 103, PHIL 190, and PHIL 200.

There were no philosophy courses offered during the review cycle that did not have student learning outcomes assessed.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

All philosophy courses emphasize critical thinking skills, especially argument analysis. This emphasis is evident in SLOs that were evaluated in each of the assessed courses:

- For PHIL 100, the reviewed SLO was “Use philosophic methods to analyze complex arguments.”
- For PHIL 103, the reviewed SLOs were 1) “Identify types of arguments and patterns of reasoning, including deductive arguments, inductive arguments, causal reasoning, analogical reasoning, and fallacious reasoning” and 2) “Represent the form of an argument by translating English statements into a formal language, using truth-functional operators.”
- For PHIL 190, the reviewed SLOs included: “Explain and evaluate at least two major contemporary philosophic theories.”
- For PHIL 200, the reviewed SLOs were: 1) “Represent the form of an argument by translating English statements into a formal language using truth-functional operators and quantifiers” and 2) “Construct proofs to demonstrate validity or invalidity of arguments in propositional and predicate logic, using techniques such as truth tables, truth trees, Venn diagrams, and natural deduction.”
- For PHIL 240, the reviewed SLO was “Evaluate the metaphysical and epistemological aspects of major ethical theories.”
- For PHIL 312 the reviewed SLOs were: 1) “Evaluate claims and arguments in the philosophy of religion (concerning the existence of God, the occurrence of miracles, the possibility of an afterlife, etc.) using the rigorous deductive and inductive techniques of critical thinking” and 2) “Examine religious viewpoints from a critically self-aware perspective.”

In philosophy’s previous review cycle, one noted challenge was having students formulate clear judgments on topics, which is a key part of critically assessing one’s own beliefs as well others’ beliefs. To help address this challenge, the PHIL 100 courses have introduced an earlier discussion post assignment that more directly prompts students to judge differences in philosophical methods. This was the assignment that was used to judge the PHIL 100 SLO “Use philosophic methods to analyze complex arguments.” This earlier discussion assignment has appeared to help students formulate judgments throughout the course rather than just summarizing viewpoints. Another intervention related to this challenge has involved creating extra credit surveys for large writing assignments that include direct prompts for students to agree and disagree with particular claims by philosophers. Adding this optional step has helped some students externalize their agreement or disagreement because they do not need to jump directly into the details behind their viewpoint. In the previous review cycle, the SLO assessed for PHIL 240 was not met (reviewed in Spring 2017). The particular SLO assessed is no longer active for the course. But when the course was reviewed most recently, PHIL 240 did meet its student learning outcome of “Evaluate the metaphysical and epistemological aspects of major ethical theories.” Eighty-five percent of students met the criterion, which consisted of a quiz that required students to distinguish the metaphysical and epistemological

aspects of two major ethical theories: deontology and consequentialism. Just over half of the class earned a perfect score on the quiz.

The only SLO criteria that were not met during this assessment cycle were two from PHIL 190. The main reason for this was that each had a high standard (90% of students needed to earn a passing grade on the assessment method). Thus, students in the class actually performed collectively well to satisfactory on the outcomes: 83% met the "Recognize the social and political contexts of contemporary philosophic movements" learning outcome; while 76% met the "Analyze important concepts in contemporary philosophy" learning outcome. Thus, I don't think these results are concerning but more so reflect the ambitious goals for the selective requirement philosophy courses. Based on the assessment results from this review cycle, the philosophy program does not have any specific new strategies to implement related directly to Learning Outcomes for the next review cycle.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program. (Please note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought five ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the three assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review

period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Psychology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Please see Improve for the assessment plans, results and action plans by course. All course SLOs are being systematically assessed over the three-year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spreadsheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into Improve.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to evaluate and review assessment measures and methods. Further, for PSYC 410 and PSYC 106 many schools require PSYC 100 as a prerequisite to these courses. As it is not a prerequisite at Cañada, it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In the previous program review period, it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance for both courses, it was difficult to fully evaluate given the higher number of students who had previously taken PSYC 100 who were enrolled in PSYC 410 and the updated assessment methods for PSYC 106. Given this, further assessment is warranted over the next assessment period.

For PSYC 200, the upcoming program review will review student success midway through the semester and also toward the end to ensure students have a better understanding of the developmental theories.

10 PLO Assessment

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science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

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Sociology

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The coordination process going forward will involve a new 3-year cycle established with the coordination of the social science faculty from 2020-2023. This schedule covers every sociology course currently offered at the college.

Fall 2020-21: Sociology 100

Spring 2020-2021: Sociology 105

Fall 2021-2022: Sociology 141

Spring 2021-2022: Sociology/Psychology 205

Fall 2022-2023: Sociology 100

Spring 2022-2023: Sociology 105 and/or Sociology 325

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Over the past few years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques.

Teaching has been modified and recalibrated. For example, this past year it was decided after looking at SLO results for Sociology 100 that students should receive the study guide at an earlier time to allow more opportunities for student collaboration and study. It is not clear how much of an impact this change has made, however, students reported that they thought the extra time was very helpful. This plan will continue to be implemented in Sociology 100 as more data comes in over the semesters.

10 PLO Assessment

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Spanish

Accounting & Business

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.