



SLO REPORT

2023-2024

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Executive Summary: Student Learning Outcomes and Program Learning Outcomes Assessment – Fall 2023

This report summarizes the Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) assessment activity across various departments for the Fall 2023 term. It reflects a campus-wide effort to ensure instructional quality, compliance with assessment cycles, and responsiveness to student needs.

Compliance and Assessment Cycles

Most departments reported full compliance with the required three-year assessment cycle. Active courses are being systematically assessed, with varying degrees of documentation and reflection. Departments such as **Art & Art History**, **English**, **ESL**, **Radiologic Technology**, and **Spanish** have clearly defined and followed comprehensive assessment plans.

SLO Impact and Strategies

Several departments highlighted how SLO assessments led to changes in pedagogy, curriculum, and assessment tools:

- **Art History** revised assignments due to changes in teaching modality, resulting in stronger learning outcomes.
- **English** embedded SLO/PLO discussions into department meetings and used them to guide AB 1705 implementation.
- **ESL** resumed assessment reporting post-COVID and shifted responsibility for assessment uploads across multiple faculty to ensure sustainability and engagement.
- **Kinesiology, Athletics & Dance** initiated more frequent working meetings and revised assessment tools.
- **Spanish** emphasized cultural competence based on SLO findings, especially for heritage vs. non-heritage tracks.
- **Theatre Arts** proposed alternatives for performance assessments to reduce attrition impact on outcomes.

However, some departments (e.g., **Music**, **Medical Assisting**) reported limited impact or expressed concerns about the effectiveness of current assessment models, citing small sample sizes or lack of return on investment.

PLO Findings and Actions

PLO assessment practices varied widely:

- **Radiologic Technology** maintained annual PLO reviews aligned with external accrediting bodies, leading to specific instructional improvements.

- **ESL** adjusted SLOs to better map to PLOs after discovering alignment gaps.
- **English** used norming sessions to assess writing outcomes, which improved alignment across sections and highlighted the need for adjunct faculty compensation.
- **Medical Assisting** highlighted high job placement as a key program success metric and relies heavily on advisory boards and community partnerships.
- **Spanish** aligned PLOs with the final course in each track and used outcomes to reinforce cultural awareness.
- Some programs (e.g., **Funeral Service, Umoja**) were still developing or restarting PLO assessment processes.

Emerging Themes

- **COVID-19** had lingering effects on assessment continuity and data validity, especially for ESL, Music, and Medical Assisting.
- **Faculty Collaboration** was a cornerstone of successful programs; departments with regular norming, shared documentation, and inclusive dialogue saw better integration of assessment findings.
- **Equity and Inclusion** surfaced in several programs' strategies—e.g., Umoja's emphasis on the 18 Umoja Practices and Theatre Arts' search for more accessible student engagement opportunities.

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

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.

Funeral Service

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 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 (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 120.1-2 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 assystant we will create a calendar where every semester we will have automatic reminderes 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:

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 stablish 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 (Identify at least 1 PLO, identify the year & semester that the PLO will be assessed)	PLO 1 & 2	PLO 3 & 4	PLO 1 & 2
	SPRING 2021	SPRING 2022	SPRING 2023
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	<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.