2012-2013 Full Program Review SLO and Point of Improvement Sections
Executive Summary

Health Sciences
Dental Assisting, EMT, Medical Assisting and Nursing completed matrices in spring of 2012. Each outlined how they use the college-wide SLOs in their disciplines and what kinds of assessments they use to measure. They are not using the shared GE rubrics because they do not apply to their disciplines.

Dental Assisting SLOs
DENT has 7 program SLOs + one for the State Registered Dental Assistant Examination and one for the Dental Assisting National Boards. SLOs are included in the syllabi. Course evaluations are administered and tabulated. [Program would appreciate some assistance compiling data.]

The California State Licensure exam changed in 2010 and has resulted in fewer students passing the exam. This has been attributed to the lack of an EKG machine with which to teach a procedure. Students have had to learn by video.

Point of Improvement:
There has been an enthusiastic public response to new dental training facility. They hope to incorporate SLOs more fully into the courses and improve the success rates for the state and national exams.

EMT SLOs and Curriculum
As of February 2012, new EMT regulations have been adopted by the Office of Administrative Law and will be required to become effective in all EMT training programs on April 1st, 2013. Full implementation of the new requirements shall be no later than 12 months past the approval date of April 1st, 2013. The present program provides 120 hours of which 8 hours in hospital and 10 hours in the field/ambulance. The new regulations require 160 hours of which are 136 hours didactic & skills, and 24 hours of clinical experience and 10 patient-care contacts. This 40-hour increase and planning for implementation will need to be accommodated by the college and Fire Science faculty and staff.

Point of Improvement: This is a very small program staffed by part timers. They are hoping for a lower instructor/student ratio and more up to date equipment.

Medical Assisting SLOs
MEDA has reworked curriculum, course outlines, certificates and degrees over the last year and in doing has redirected and created assigned activities to have more effective tools to evaluate their outcomes.

Best Practices Examples:
- Post lectures in Moodle before the class, so that students are better prepared. They do better on quizzes and tests and participate more.
- Office hour appointments early in the semester particularly if students are struggling.
- Active and dynamic participation requirements in Labs.
Point of Improvement: Research and implement teaching materials based on case scenarios to improve student critical thinking and problem solving skills.

MEDA would like to have a personalized assessment tracking tool available for their program similar to the shared rubric tracking tools for GE outcomes.

While they mentioned several resources that they received recently and stated that they have motivated and encouraged students, they did not provide data to substantiate this.

Nursing SLOs
The Nursing Department uses its own rubrics to assess its SLOs including the Care Plan Grading Rubric and the Clinical Judgment Rubric. Using their Clinical Evaluation Level II and III tools, they also assess Program SLOs, Caring, Critical Thinking, Therapeutic Nursing Interventions, Teaching/Learning, Communication, management and Ethical Practice in all clinical courses. All SLOs are included in the Nursing Program Student Handbook.

“Aggregated evaluation findings inform decision-making and are used to maintain or improve student learning outcomes. The Program utilizes student surveys, graduate surveys, Assessment Technology Institute (ATI) RN Comprehensive Predictor Assessment, and the National Council Licensing Examination (NCLEX-RN) RN Program Report from the National Council of State Boards of Nursing to collect aggregated data related to the NCLEX-RN test plan. Course level benchmarks are established for all SLOs. In the event that course level SLOs fall below benchmark, courses are revised and results evaluated.”

Nursing faculty have agreed to use 80% as their benchmark of student success. Several examples were provided to show how they use this benchmark as well as the ATI Predictor test and the yearly NCLEX-RN Program Reports to evaluate and find strategies to improve their teaching.

Point of Improvement: In the revised curriculum slated for 2015, there will be more focus on having the course content and exams reflect the NCLEX-RN test plan areas. SLOs for the new curriculum are based on this and the QSEN (Quality and Safety Education for Nurses) competencies. They stressed the need to continue funding for the Sim Lab Coordinator because clinical placements are becoming harder to get.
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MATH – SLOs:
The math department compiles SLO data for every course each semester. They ask three standardized questions from representative topics on each final exam and analyze these results. Data for 19 courses from Spring 2011 through Fall 2012 were presented. Results were analyzed and noted for each course.

Point of Improvement:
- On the remedial math side possible improvements center around a common final for all remedial sections, the addition of a lab component to the remedial courses either through the Aleks computer program or pen and paper exercises in the lab, and to re-think teaching strategies. SLO data show weaknesses in exponents, rational expressions and “word problems”.
- In the area of transfer math, they are considering adding a lab component to MTH 116 (linear algebra).
- Department asks for additional units to offer core classes with wait lists.

Life and Earth Sciences

Biology SLOs: Biology utilized the Scientific Reasoning for Life/Earth Sciences rubric to assess GE outcomes in 7 courses thus far. They discovered that more students are struggling with math skills. They plan to spend more time to review mathematical steps of exercises. At the course level, they have been assessing the correlation between lab activities and scientific method steps.

Point of Improvement: Moving into the new building has brought access to better equipment and smart classrooms allowing for more flexibility and innovation in presenting instruction.

Natural History SLOs: They used the Scientific and Quantitative Reasoning rubric for Marine Biology. Based on results of this assessment, instructor will add more lab sessions so students can practice interpreting data and making conclusions. At the course level, instructor found that early assessments helped to determine what areas needed to be stressed for success.

Point of Improvement: Several testimonies to the value of the program were submitted. Plans for improvement include:
- setting up 100 gallon cold water tank in lab with live invertebrates – for more complex multi-faceted assignments
- developing field trips that are closer to home
- developing strategies to increase awareness and enrollment in the program

Geography SLOs and Point of Improvement: New Full time instructor, so no SLO assessment studies undertaken yet. Instructor articulated plans to increase enrollment and to develop a World Regional Geography course. But again, measurable data and assessments were not included in review.
Geology SLOs and Point of Improvement: This discipline also has a new FT instructor. Because instructor is in the first stages of collecting SLO data, no data was provided. Point of improvement centered on making geology relevant to students’ daily lives, updating the discipline website and finding optimum scheduling times.

Physical Sciences
Chemistry: The SLOAC committee would like to suggest that if the college-wide rubrics don’t work for their classes, then please describe what Chemistry and Physical Sciences use and find valuable to assess their outcomes. In future, please indicate how you assess student performance.

Behavioral Sciences
Anthropology SLOs: Most data presented was in Anthropology. In using GE rubrics, students scored high in written competency, but critical thinking skills were weak. Instructor is spending more time on discussion and analysis of main concepts as well as time in class to work on papers so instructor can give more immediate feedback. Also planning to go over rough drafts with students. Perhaps next program review will present data on how this has affected student success.

Behavioral Sciences, Psychology and Sociology all showed a need for focus and assistance in Library and Computer research skills.

Examples of course-level assessments were given but no data or results were provided.

Point of Improvement: This primarily centered around the need for more FT instructors, an Anthropology degree for transfer and more teaching units. The need for these were not explained, and no data was provided.

Business and Information Systems
Computer Information Systems SLOs: BIS reported results from a department meeting at the beginning of the fall 2012 semester in which data from two courses were analyzed. Their strategy seems to center around allowing students to retake exams, allowing for open-book exams – and their conclusion was that repetition seemed to be a key to success. Hopefully future program reviews will include more specific data around assessment results.

Distance Education: This covers a broad spectrum of disciplines. The DE program has recently instituted program level SLOs which center on service rather than academic outcomes. These include: identify online resources that support DE students and self-advocacy. Various strategies are outlined to increase student performance in these areas including increased advertising both in volume and location as well as the creation of a self-assessment tool for students to determine if they are the right fit for DE.
Puente Program SLOs: Puente uses the college-wide SLO rubrics for ENGL 150 and an instructor-made rubric for ENGL 120. Based on results of analysis, instructor has focused more on how to cite sources and how to analyze evidence. Instructor also assists students on clarity and sentence combining. Data was provided comparing success rates of Puente and non-Puente students. Not only are the class success rates higher, but also degree and certificate completion rates. However, transfer rates are about the same as non-Puente students.

Point of Improvement: Several strategies were offered:
- Continued support past ENGL 150
- Continue Math tutoring support through Puente club
- Follow up with students who have transferred
- Add new Puente counseling course in Spring
- Assess effectiveness of Puente mentoring program