MPC | MONTEREY PENINSULA
COLLEGE

Student Learning Outcome Assessment Report 2011-2012

This document is the official assessment of student learning at Monterey Peninsula College for the 2011-2012 Academic Year. It summarizes the results of faculty and staff evaluation of student learning and records their dialog about potential ways to improve student learning.

Douglas R. Garrison, Ed.D.
Superintendent/President

Alfred Hochstaedter
Academic Senate President

Academic Affairs Reflections on Student Learning

Fall 2011 Dialog/Assessment Reports

Draft 5/1/12

Business & Technology

Department or Group Name	Semester	Date
Business & Technology	Fall 2011	August 19, 2011

Department or Group Members Present	
Tom Rebold, Randy Smith, Jon Mikkelsen, Dave Sobotka, Steve Bruemmer, Marty Johnson, Judee Timm, JC Prado, DJ Singh, Kathleen Clark, Scott Gunter	

Summary of Department or Group Discussion about Student Learning

Discussion emphasized student success and the strategies adopted to support achievement. Topics included applying critical thinking assignments on multiculturalism in business, course strategies on skills development for students in analyzing, design, and business issues, strategies for data translation and the ability to communicate results, and finally formulating successful group dynamics.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

Budget dependent:

• Keep the computers up to date. The CSIS lab computers are 4+ years old. These slowing computers affect students' ability to learn. Further, our computers and our Bravo server are vulnerable to breaking which puts at risk our ability to deliver good teaching.
• Make sure courses are using relevant, current software programs.
• Support laptops and mobile devices better. More students are bringing their own laptops. More students are interested in smart phones, ipads, etc….
• Support Macs better, since more students are getting them lately.
• Have the BUSC open more hours
• Need a webmaster to help standardize the information about instructors and programs throughout the campus.
• Make sure the lab is open without a class scheduled after certain key classes where the students need to stay and work. Most notably these classes are CSIS 50 Microsoft Office and CSIS 10a, Intro to Programming. (Alas, we forgot that this upcoming semester and it will hurt some students.)
. Increase professional development funds to enable faculty members to keep current in their fields.

Creative Arts

Department or Group Name	Semester	Date
Creative Arts Division	Fall, 2011	August Flex Days, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
All full-time faculty	There was a spirited and lengthy discussion about the academic integrity of incorporating the Area C, number 4. Outcome (catalogue page 57) into all CA Division courses.

Summary of Department or Group Discussion about Student Learning

The Division members agreed to incorporate Area C, number 4 SLO into each course syllabus offered by the Division.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

The Division Chair and Division office Manager will review each course syllabus for inclusion of the SLO.

Humanities – English

English Department Flex Day Discussion, August 18, 2011:

(1)   Great Assignments and Activities (emphasis placed on new ideas; one person will facilitate sharing)
(2)   Using Research in the Classroom: Beyond ENGL 1A (emphasis placed on research requirements in various disciplines)

Interesting assignments:
Murder mystery (Alex): ENGL 111, final writing assignment—cause/effect, research of old cases, works cited, creativity. ENGL 2, critical thinking in solving it.
Visiting writers (Anita): likes creating assignments around writers' visits. Henry has a writer scheduled in spring; possible scholar in residence for a week for Great Books Program rather than colloquium.
Graffiti—is it art? (Jon): Local info, YouTube.
Local assignments: Winchester House, Cannery Row.
Profile of a person they don't know: Merry.

Promoting Discussion In Class: Merry suggests have them answer a question first, then open discussion. Anita has them define a concept for themselves, makes sure they have something written, then compare. Discussion boards/groups can be added on iLearn or on MySite class sites, and then instructor can use discussion topics in class.

Banned Books events in September: Henry.
Engl 322—find quotes, paraphrase, describe logical relationships: Paola.

Research:
Annotated bibliographies (Anita): Good student reaction/feedback (Engl. 2). Clarifies relationships between sources. Merry also uses one in Engl. 111). Paola has them do abstract/evaluation in Engl. 112.
Research in ENGL 2: All ENGL 2 instructors should be doing a research paper.
Synthesis of info in many articles: Merry suggests building a library of resources to teach skills. Anita covers this in discussion in Engl. 2, introducing sources gradually for comparative analysis.
Student knowledge of library resources: BOOKS rather than just electronic sources.

Humanities – ESL Department

Department or Group Name: ESL Department

Semester: Fall 2011

Date: December 2011

Department Members Participating: Marie Butcher, Richard Abend, Craig Sanders, Brian Brady, John Nelson, Molly May, Penny Partch, Anne Deffley, Chris Hart, Noah Brod, Lisa Berti

Challenges Discussed:
- We have a persistence issue that results from the impact of the economy on students. Some can't continue because of changes in work schedule, or loss of employment. In addition, increased tuition fees inhibit persistence.
- Students who won't or can't buy the book to use in the course is a challenge, especially when they come unprepared to class.
- Misuse of technology in the classroom and lab. Students who text in class and use hand held devices to cheat in class. Another ongoing issue is computer "cheating"/plagiarism.
- Placement issues regarding students who are challenged by the rigor of courses at the upper level, especially between level 4 and 5.

Summary of Department or Group Discussion about Student Learning:
Students who have financial challenges are frequently unable to persist in their coursework. Many have to make a choice between getting a second job and continuing with school, which has created spotty attendance, inability to purchase textbooks, and late work. Perhaps a result of these challenges has been the misuse of the internet in completing assignments and plagiarism. Students who are strong in some skills, but not others can struggle with coursework. This is most apparent between levels four and five.

Results of the Reflections Dialog: Description of goals/and or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent):
- To mitigate the challenges of a weak economy, the faculty decided to provide books on reserve in the library and to solicit free books from publishers that can be distributed to needy students.
- For students who struggle with the pacing of level 5 courses after level 4, the ESL department has designed an intermediary level, to be instituted Fall 2012, which will give students who place between current level 4 and 5 an extra semester to build the necessary skills for success.
- In addition, the new program tests for listening and reading skills and places students in individual skills courses, instead of the current integrated skills courses.

Humanities – ESSC

Department or Group Name	Semester	Date
ESSC	Fall 2011	8/19/11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Adria Gerard, Kenneth Howe, Katrina Jensen, Sunny LeMoine, Marguerite Moore, Debbie Sharp, Janet Tezak	**ENGL 400 SLOs:** • Identify individual learning goals related to reading, writing, and/or study skills • Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals

Summary of Department or Group Discussion about Student Learning

Evaluation Methods for SLOS:
- ✓ Students receive a lab card upon signing up for ENGL 400
- ✓ On the lab card, students identify their reading, writing, and/or study-related goals for the term
- ✓ On the back of the lab card and each time they come to the ESSC, students keep track of the assignments they work on, getting signatures from ESSC faculty/staff upon leaving the Center.
- ✓ The list of assignments on the back of the lag card is supposed to demonstrate that students are meeting the goals identified on the front of the lab card

Summary of Evaluation Results:
In theory, the process is sound, but it's difficult to manage/monitor for the following reasons:
- ✓ There are roughly 800 ENGL 400 students to manage/monitor each semester.
- ✓ Students often only quickly or cursorily identify their goals, making them less than meaningful in most cases.
- ✓ Students don't often fill out the backs of their lab cards, and if they do, the assignments don't always match the goals listed on the front.
- ✓ Students aren't often getting signatures on their lab cards when they complete a work in the ESSC.
- ✓ Many students prefer to work independently, not collaboratively, with folks in the ESSC.
- ✓ During busy times in the Center, instructors aren't always catching students as they leave to ensure they've gotten a signature and are meeting their goals.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

1. We could do a better job of orienting students to the course and the procedures therein when they sign up.
2. We could do a better job of checking in with students while they work.
3. We could try to catch more students as they leave, to ensure they've recorded their work and/or gotten a signature.

*We could do all of these things, but if it were easy, we'd already be doing them! The numbers seem to work against us.

Humanities – Linguistics

Department or Group Name	Semester	Date
LINGUISTICS	FALL 2011	January 25, 2012

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
RICHARD ABEND	DEMONSTRATE AN AWARENESS OF LINGUISTIC PRINCIPLES IN ONE OR MORE AREAS OF LINGUISTICS.

Summary of Department or Group Discussion about Student Learning

Linguistics students have proven themselves to be very adept at analyzing syntax and understanding key concepts of linguistics. Both on-campus and online sections are successful content delivery systems. Online students rely heavily on the text and online sources and are able to use them successfully. A large number of online links were added to this semester's online class and were very well received by students. A number of students commented that the online sites assisted them in understanding the course content.   On-campus students rely much more heavily on lecture than text or online resources and seem to have more difficulty using the course text.   Feedback in both venues has been quite positive and a number of students have decided to pursue linguistics majors.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

For Spring 2012, I will incorporate more discussion of the on-campus class text and stress that homework be completed on schedule. It is my impression that online ling students have greater academic skills (preparation) than those on campus. I will try to facilitate student academic-skill-building in the on-campus section.

Humanities – Philosophy & Speech Communication

Department or Group Name	Semester	Date
Philosophy, Speech Communication	Fall 2011	August 18, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Todd Weber, Dan Fox, Diane Boynton	Discussion focused on course material and activities.

Summary of Department or Group Discussion about Student Learning
Each instructor discussed changes he/she is making to his/her classes. Diane Boynton described her decision to change SPCH 3 assignments; instead of taking quizzes and writing essays, students will complete workbooks that require them to review readings, apply communication theory, and participate in classroom activities. Todd Weber discussed his decision to make changes to PHIL 4, requiring whole works of philosophers rather than an anthology. He believes that whole works can help students see theories in context of the entire work. Todd is also revising PHIL 6, focusing more on an humanistic perspective and scaling back on formal logic. He perceives that the humanistic perspective is more useful/applicable than formal logic. Dan is preparing to teach Oral Communication of Literature. He is also changing his focus of SPCH 2, reducing the amount of experiential learning and problem-solving, and adding elements of cultural context. One of his assignments, for example, will relate to leadership in history.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)
1. Offer Oral Communication of Literature fall 2012.

Humanities - Reading Center

Department or Group Name	Semester	Date
Reading Center	Fall 2011	8/19/11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Adria Gerard, Kimberlyn Forte, Inga Gonzalez, Ruth Osorio	**ENGL 320:** • Discern meaning from print materials encountered in everyday life • Locate the main idea of short practical reading passages

Summary of Department or Group Discussion about Student Learning

Evaluation Methods for SLOs:
Within the framework of pre-reading, reading, and post-reading strategies, students are introduced, guided, and tested in the areas of vocabulary development, topic vs. main idea, major and minor details, outlining, patterns of organization, inferences, activating prior knowledge, purpose, tone, bias, fact vs. opinion, critical thinking, interpreting graphics, previewing, annotating, summarizing, note-taking, and test-taking.

Students check in with instructors after each module, at which time, the instructor gauges student understanding, reviews the material, and answers questions as needed.

Summary of Evaluation Results:

As the course is very independent, success appears to be dependent upon the individual student skills and motivation. First, the course is definitely most appropriate for a student with reading skills at the 9th and 10th grade level and one who can work independently on the computer. A student with poor reading skills, a limited vocabulary, and little computer experience has difficulty understanding the level of course work. Secondly, the student who completes each step of the program appears to have a better grasp of the concepts than those who choose to skip to the final evaluations. A student who does not review his/her work to evaluate his/her knowledge of the concepts often reports frustration when taking tests. Finally, because the course allows the student to set his/her own pace and schedule, a 320 student needs to be one who can motivate himself/herself to learning. The most successful student is one who is consistent in his/her attendance. Successful students state that the course requires time and effort, yet they also report that it reinforced and reignited college reading skills and gave them a sense of accomplishment.

Also, English 320 has more of an emphasis on textbooks, as opposed to "print materials encountered in everyday life." The strategies introduced in ENGL 320 (outlining, summarizing, recognizing patterns of organization, interpreting graphics, making inferences, etc.—are valuable skills for study reading, so perhaps the SLO should reflect the academic nature of the reading material and strategies MyReadingLab utilizes in English 320.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

1. Provide student with a summary of his/her results, focusing on areas they may benefit from further study and practice. Offer student additional resources, online or textbook, that review low scores topics for study and practice.
2. Provide student with a summary and/or post test scores for the purpose of providing his or her future reading instructor(s) with a detailed assessment of their current reading level and study skills. Instructor may choose to use this information to more effectively help this student throughout the course.
3. Continue communication with the counselors, other instructors, and individual students who consider taking this class. It is not for everyone, and enrolling a student who does not have the reading level, the computer skills or the study habits necessary for success does a disservice to him/her.
4. Once a student has enrolled, have student conference with an instructor to create a work schedule and set goals for the semester.
5. Revise SLOs and course description to reiterate that the focus of ENGL 320 is on study reading, and it is best suited for students who are already competent readers in their free time but may have a hard time reading for class, thereby increasing student awareness of the course expectations and materials.

Humanities – World Languages

Department or Group Name	Semester	Date
World Languages	Spring	Flex Day, August 2011
Department or Group Members Present		**Principle SLOs or Supporting Objectives Discussed**
Carolyn Hansen Lola Jerez-Moya Lisa Gonzales ASL instructors Karla & Kelly?		1- Students demonstrate the ability to sign/speak, read and write, and understand the language at the appropriate level.

Summary of Department or Group Discussion about Student Learning

1. Target Language
The most common concern in the World Languages classrooms is students' use of English rather than the target language.
2. Language Study Skills
Another serious issue is that many students are not prepared to participate, perform and/or succeed at the post secondary/college level. Students lack the preparation of important study skills (listening, note-taking) to be effective and successful in using a language.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

1. Target Language
The World Languages Department discussed ideas for keeping students in the target language:
a. As part of the course syllabus, consider handing out a "behavioral contract/agreement" for students/instructor to sign.
b. Review English grammar in the beginning of the semester.
2. Language Study Skills
a. World Language Instructors will develop a "how to study" handout and provide short informational workshops on how to study a language (find a "study buddy", observe facial expressions, gestures and listen for changing intonation);
b. Instructors will continue to refer students to study skills courses and to MyMPC Website "Got success?"

Library

Department or Group Name	Semester	Date
Library	Fall	8/18/11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
D. Ruiz, S. Tetter, B. Easton, C. Webb	**Learning Outcome 1:** Users will be able to access and use information resources in a variety of formats.

Summary of Department or Group Discussion about Student Learning

Review of curriculum update for LIBR 50 course "Introduction to Information Competency & Literacy," followed by review of changes to online resources (including databases and new libguides tool).

Consensus that we should continue to develop new tools to assist students to locate information in a variety of formats, and that their first choice is generally an online resource.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

Update website: library needs to update its website to provide a more student-focused model of service. Implementing libguides is one example of a way in which the library can develop tools to enhance student learning despite constraints imposed by the structure of the college website and the need to use SharePoint rather than have a library-specific design.

Another aspect of this is the need to develop a mobile presence for the library in order to provide students with tools that can be used in ways that make sense to them (smartphones, tablets, etc.)

Life Sciences – Administration of Justice

Department or Group Name	Semester	Date
Administration of Justice (ADMJ)	Spring 2011	April 18, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Arthur James "A.J." Farrar, M.S	Demonstrate required broad knowledge and skills, including critical thinking and problem solving skills, applicable to the field.

Summary of Department or Group Discussion about Student Learning

Confirmed appropriateness of SLO.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

No change needed in SLOs, however, the college administration has elected to eliminate/reduce the entire ADMJ Program in the fall of 2011 so all action plans are on "hiatus" pending a resolution of the administrative recommendation to the governing board.

Life Sciences – Anatomy

Instructor Name	Department or Group name	
Heather Faust, Andres Durstenfeld, Kevin Raskoff, Gary Fuller	Anatomy and Physiology/Biology	
Course Name and Number	**Semester**	**Date**
ANAT 1 (A&P/biology faculty)	Spring 2011 & Fall 2011	August 18, 2011

Course SLOs or supporting objectives (one or more) to be evaluated this semester
Use appropriate terminology to describe structures within each of the eleven organ systems and to explain specific relationships between anatomical arrangement and fundamental physiological processes.

Evaluation Methods for the SLO(s) or Supporting Objective(s)
Homework. Exams. Student evaluations/surveys.

Brief summary of evaluation results
Most of students enrolled in ANAT 1 (Spring 2011) stated that they achieved all SLOs. All students enrolled in ANAT 1 demonstrated some ability to use appropriate terminology to describe anatomical structures. All students enrolled in ANAT 1 were able to articulate some degree of understanding with regard to specific relationships between anatomical structures and how these structures function. Many students demonstrated dramatic improvement in this skill and some became very proficient at identifying and explaining the links between structure and function.

How do you plan to use the evaluation results to improve student learning.
I will endeavor to incorporate more opportunities for writing and critical thinking in ANAT 1, perhaps through the incorporation of more formal case studies. Hiring additional faculty members (particularly in A&P) would be very useful in the implementation of these strategies. Without additional full time faculty member, we cannot begin to address concerns of swelling class sizes, need for more essay exams, incorporation of case study based learning, group work, or in depth use of active learning strategies in lecture, etc….

Life Sciences – AP/Biology

Department or Group Name	Semester	Date
A&P/Biology	Fall 2010	January 27, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Heather Faust Gary Fuller Heather Craig Andres Durstenfeld Kevin Raskoff	Use the scientific method to explore phenomena in the natural world and use concepts, theory, and/or technology to describe them.

Summary of Department or Group Discussion about Student Learning

1. Discussion of challenges with regard to assessing student achievement of SLOs
2. Discuss possible methods to evaluate student success….what is student success? Recognition that "success" is very different for each student.
3. Discussion of challenges in the classroom regarding learning "styles"
4. How can we ensure/attempt to develop critical thinking skills?
5. Discussion of quizzes, homework, clickers, and other technology (posting ppt slides linked with recorded lectures for example).
6. Discuss the need to encourage students to write in science classes….lab reports, case studies….

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

1. Possible need for more formal study sessions and/or more lecture time in ANAT 1
2. Role of SI leadership, tutors, etc...
3. Possible opportunities for more collaboration between A&P and biology.
4. Case studies (I will incorporate a minimum of one formal case study, requiring student analysis, research and writing for my ANAT 1 class during the Spring 2011 semester-probable topic will involve the skeletal system and/or articulations)

Life Sciences – Dental Assisting

Instructor Name	Department or Group name	
Margarette Foster Karoline Grasmuck	Dental	
Course Name and Number	**Semester**	**Date**
Dental Pharmacology and Oral Pathology DNTL 111	Fall 2011	8/18/11

Course SLOs or supporting objectives (one or more) to be evaluated this semester

1. To be able to identify developmental disturbances, diseases and lesions of the teeth, supporting structures, oral mucosa and jaws.
2. To describe the cause, symptoms and treatment for common oral lesions.
3. To be able to list general pharmaceutical concepts, categories and uses of prescription drugs in a dental office.
4. To discuss types and effects of general, local and topical anesthetics.
5. To demonstrate his/her ability to recognize the need for specific emergency techniques and to perform these techniques.
6. To be able to recognize oral manifestations of HIV positive patients and the pharmaceutical therapy

Evaluation Methods for the SLO(s) or Supporting Objective(s)

- Written Exam
- Oral reports/presentations
-

Brief summary of evaluation results

- Written Exam – 100% pass rate
- Oral reports/presentations – 100% participation

How do you plan to use the evaluation results to improve student learning.

- Add more supportive materials, work sheets, pretests and workbook assignments
- Guest lectures
  - Periodontist – with photos
  - Oral Surgeon – with photos
- Include identifying varies oral lesions and identify the medical and dental implications

Life Sciences – Dental Department

Department or Group Name	Semester	Date
Dental	Spring 2011	1/26/11
Department or Group Members Present	**Principle SLOs or Supporting Objectives Discussed**	
Linda Lopez Karoline Grasmuck	Demonstrate ability to successfully place and evaluate sealants placed on 4 live patients	
Summary of Department or Group Discussion about Student Learning		
Discussed appointment changes, days and hours, paperwork changes for H/H and evaluations and class hours for lecture		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)		
Change of patient evaluation paperwork to reflect more concise diagrams for charting stops on live patients		

Life Sciences – Dental Office Management

Instructor Name	Department or Group name	
Margarette Foster Karoline Grasmuck	Dental	
Course Name and Number	**Semester**	**Date**
Office Management DNTL 112	Fall 2011	8/18/11

Course SLOs or supporting objectives (one or more) to be evaluated this semester

- Describe the role the business office plays in the dental practice, explain how marketing applies in dentistry, demonstrate proper telephone technique, and demonstrate proper letter writing technique.
- Demonstrate the preparation and utilization of an appointment book.
- Describe HIPAA, Demonstrate the maintenance of a filing system and prepare insurance claim forms using stated criteria and prepare a professional letter of application and a resume.

Evaluation Methods for the SLO(s) or Supporting Objective(s)

- Written Exam
- Letter writing practice
- Pegboard exercises
- Scheduling appointments

Brief summary of evaluation results

- Written Exam – 100% pass rate

How do you plan to use the evaluation results to improve student learning.

- Schedule mock interviews
- Mock scheduling and payment posting assignments

Life Sciences – Dental Pharmacology

Instructor Name	Department or Group name	
Margarette Foster Karoline Grasmuck	Dental	
Course Name and Number	**Semester**	**Date**
Dental Pharmacology and Oral Pathology DNTL 111	Fall 2011	8/18/11

Course SLOs or supporting objectives (one or more) to be evaluated this semester

1. To be able to identify developmental disturbances, diseases and lesions of the teeth,   supporting structures, oral mucosa and jaws.
2. To describe the cause, symptoms and treatment for common oral lesions.
3. To be able to list general pharmaceutical concepts, categories and uses of prescription drugs in a dental office.
4. To discuss types and effects of general, local and topical anesthetics.
5. To demonstrate his/her ability to recognize the need for specific emergency techniques and to perform these techniques.
6. To be able to recognize oral manifestations of HIV positive patients and the pharmaceutical therapy

Evaluation Methods for the SLO(s) or Supporting Objective(s)

- Written Exam
- Oral reports/presentations

Brief summary of evaluation results

- Written Exam – 100% pass rate
- Oral reports/presentations – 100% participation

How do you plan to use the evaluation results to improve student learning.

- Add more supportive materials, work sheets, pretests and workbook assignments
- Guest lectures
  - Periodontist – with photos
  - Oral Surgeon – with photos
- Include identifying varies oral lesions and identify the medical and dental implications

Life Sciences – FACS/HOSP

Department or Group Name	Semester	Date
FACS/HOSP	Fall 2010	1-15-2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Sunshine Giesler Paul J Lee	Restaurant Management-Fast Track: Cooking SLO#1: Prepare salads, soups, pasta, meat entrees and accompaniments using appropriate procedures, tools and equipment.

Summary of Department or Group Discussion about Student Learning

SLO s are accurate and attainable.
We have a low percentage of students that complete the certificate. I can promote interest in certificate and implement assessment tools to validate SLO s

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

1-Create checklists for each class and student that validates specific skills, techniques, behaviors
2-Link checklists to SLO s and requirements for certificates.
3-Approve and sign each student's checklist and record on Master list per semester

Life Sciences – Family & Consumer Sciences

Department or Group Name	Semester	Date
Family & Consumer Sciences: • Drafting • Fashion • Hospitality • Human Services • Interior Design • Nutrition	Spring 2011	8-18-11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Sunshine Giesler	General support of all existing SLOs.

Summary of Department or Group Discussion about Student Learning

I will summarize the discussions that I have had with the various instructors/departments over the past year:
- Drafting—added a new course in an effort to keep current on what is being used in the industry, new instructor will hopefully help improve student learning, computers & software are quickly becoming outdated
- Fashion—program courses need to be revamped in an effort to make program a little more efficient and diverse (i.e. combine couture techniques & specialty fabrics and create a draping course), also students need specific materials for the construction courses so a lab fee could be appropriate
- Hospitality—ALWAYS looking for an increase in budget to meet increase in food & supply costs, great caliber of students, classes always full
- Human Services—need to offer more than 2 courses per semester so that students can make it through the program in a timely fashion, much higher caliber student now that we have MSW program to transfer to at CSUMB; create more connections to the community? Possibly through United Way.
- Interior Design—instructor being pink slipped at the end of 2010-2011 school year was detrimental to 2011-12 enrollments
- Nutrition—classes fit in to the school's definition of 'efficient' thus new sections are being added

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

Drafting
- Replacement of 22 computers & monitors in GA 103
- Renewal of AutoDesk software contracts

Fashion
- Revamp of programs
- New dress forms for draping
- Course fees

Hospitality
- Continual tracking of increase in costs of supplies as well as being much more exact in documenting donations to the program

Human Services
- Ask deans for additional units in the schedule
- Have an advisory meeting to try and get united way connections established

Interior Design
- Continue to work on building enrollments
- Build internship connections with Habitat for Humanity as well as remaining local designers

Nutrition
- Keep up the good work

Life Sciences – Human Services

Department or Group Name	Semester	Date
Human Services	Fall 2010	1-26-11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Cathy Gable Amy Barrett-Burnett	1-Assist families and individuals in using specialized services and in self-assessment and self-reliance 2-Apply professional behavioral, confidentiality and respect in all situations

Summary of Department or Group Discussion about Student Learning

1-Combination of HUMS 54 and HUMS 55
2-Creation of Gerontology course
3-Creation and implementation of HUMS 61: Alcohol/Drug studies
These actions expand knowledge of specialized services (SLO#1) that assist in self- assessment and self-reliance

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Life Sciences – Ornamental Horticulture

Department or Group Name	Semester	Date
ORNH	Spring 2011	5/9/11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Cathy Haas and Gail Fail	SLO from ORNH 52 (see previous page)

Summary of Department or Group Discussion about Student Learning
Student results were good, and they gave good feedback on the use of technology in class.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)
Continue to develop the use of computers, power point presentations and computer programs in our classroom instruction. (This is a continuation of a plan from last year) **Obtain more funds for our department for instructional materials.** (This is also continuation of a plan from last year)

Nursing Program

Department or Group Name	Semester	Date
Nursing Program	Fall 2011	August 19th, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Cheryl Jacobson Laura Loop Sue Hanna Patti Nervino Nancy Bingaman Tina Rondez Samar Hage Julie Bryan Eileen LaMothe	Total Program Review including all SLOs

Summary of Department or Group Discussion about Student Learning

In preparation for accreditation visits by both NLN-AC and BRN this fall, faculty discussed the summation of the total program review as described in both self-studies. Program Outcomes such as NCLEX pass rate, student retention, program satisfaction were all discussed and analyzed. Executive summary of program strengths, areas of improvement, and future goals were presented and discussed.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

As published in the NLN-AC self-study in August 2011, and reviewed and discussed by faculty during program reflections activity:

Analysis and Summary of Strengths
1. MCCSN is the exclusive beneficiary of a substantial bequest of the Maurine Church Coburn Trust, established to support the school in perpetuity.
2. A unique feature of the School of Nursing is that the Director, School of Nursing and the Faculty are employed by the Community Hospital Foundation. A major advantage of this arrangement is that nursing faculty salaries keep pace with those of industry standards, since faculty are included in the hospital's annual marketplace salary survey.
3. In 2010 the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges) accredited MPC with eight commendations including "The college is commended for the development of community/educational partnerships, as evidenced by the positive relationship between the Nursing program at MPC and the Community Hospital of the Monterey Peninsula, and the nationally-recognized Men in Nursing program that addresses careers for non-traditional student populations." The American Assembly for Men in Nursing named MCCSN the Best School or College of Nursing for Men in 2009. http://aamn.org/awschool.shtml
4. MCCSN has maintained a longstanding clinical alliance with two acute care facilities. One is a county teaching hospital affiliated with University of California San Francisco (UCSF); the other is a nonprofit community hospital.
5. MCCSN has selected a variety of clinical sites in the community to offer a rich source of student learning opportunities in which to meet course objectives. Clinical schedules are structured around times that offer the strongest clinical experiences for students.
6. The faculty has developed a strong student success program with multiple facets and points of intervention managed by a designated Student Success Coordinator.

7. The program attracts a culturally diverse student population which reflects the local resident, college, and patient demographics. Faculty demonstrate an ongoing commitment to the integration of cultural and ethnic considerations in the curriculum and seek out experiences with other cultures in their faculty practice.
8. The program utilizes a state-of-the-art fully equipped Clinical Simulation Center that has been embraced by faculty and students as an integral component of the curriculum.
9. MCCSN nurtures a strong collaborative relationship with student-service departments on campus to promote student success. The School of Nursing received a commemoration Spring, 2011 as "Collaborators of the Year" by the Support Services department on campus.
10. MCCSN faculty advocate for students in financial need through numerous community affiliations and private faculty-coordinated scholarships which yielded more than $100,000 in student awards for academic year 2010-2011.
11. 100% of the graduating Class of 2010 passed NCLEX on their first attempt.
12. An average of 97% of employer surveys reported satisfaction with all performance indicators over the past 3 years.

Analysis and Summary of Areas Needing Development
1. Due to an unprecedented crisis in the California state budget this current year, MPC has responded with budget tightening efforts that include faculty and classified staff salary cuts, elimination of some positions, and other budgetary reductions. As this self-study is being written, these changes have not yet been fully implemented. The budget allocated to support the core program of the School of Nursing has not been directly affected, although reductions in college wide support services will probably have some affect on the type and quality of support provided to nursing students and pre-nursing students on campus. Faculty who teach adjunct (non-core) courses have experienced a 3.84% reduction in hourly salaries as of July 1st, 2011.
2. Due to the economic downturn of 2008, the operating budget for fiscal year 2009-2010 lost over $600,000, necessitating a 40% reduction in nursing program faculty. Through creative rescheduling and the use of college adjunct course funds, all students were accommodated for the 2009-2010 academic year. To adjust to the new financial reality going forward, admission has been reduced from 50 students to 32 students per year. A substantive change report (Exhibit ES 3) was submitted to the NLNAC in 2009. The follow-up materials to that report are available as Exhibit ES 4.
3. The Director position at the School of Nursing was abruptly vacated in March, 2011. The Assistant Director of 15 years, who also served as the Learning Resources Coordinator and Simulation Lab Operational Instructor, subsequently stepped into the Director role in April, 2011. Faculty faced an urgent need to manage administrative responsibilities and to shift faculty assignments mid-semester to accommodate the sudden changes in organization. The new Director has spent the past few months learning her role, developing the budget for the upcoming academic year, and leading the faculty in self-study preparation for both NLNAC accreditation and California BRN re-approval in fall, 2011.
4. Admissions procedures have not always been clear to applicants. Web site information and written materials have not been entirely consistent. The use of the State Chancellor's Success Index Score by both the pre-nursing counselor to guide students in course selection and application strategies, and later within the Nursing program application screening process, has produced occasional disparate results, and an occasional student has come forward to complain. A thorough revamping of written and electronic communication to applicants has begun to correct these issues, and an online application process is being developed to address inconsistencies, with implementation expected in fall, 2012.
5. Methods of data collection regarding student demographics and other required reportable information have been inconsistent and labor intensive. The Director, School of Nursing has consulted with the college Office of Institutional Research to assist in designing an efficient, user-friendly and comprehensive database to track and query all reportable program data. The project is currently underway, and will result in a user friendly electronic data collection application which will be accessible to all faculty and staff. The first roll out is scheduled for fall 2011.

Future Plans
1. The faculty have developed a projected staffing plan through spring, 2013 outlining the number of specific faculty needed to provide for a given number of students (Exhibit ES 5) The Director will use this plan to adjust quickly to budget changes without compromising the quality of the program. If grant or bequest monies are used to augment the budget, faculty will identify what activities the monies support, so in the event of cutbacks or losses within these categories, it will be clear what activities will be affected, without compromising the core mission of the program.

2. The two Assistant Directors are currently orienting to the Director role and routinely attend planning sessions that will affect the nursing program. This redundancy will provide for smooth leadership transitions in the future. Both Assistant Directors have received a substantial amount of release time to assimilate their new leadership roles this coming academic year.
3. Admissions processes are being evaluated and improved. An Admissions committee has recently been developed that includes the pre-admissions counselor, the Director, and key faculty, with student representation. The mission of the committee will be to ensure the systematic planning, implementation, evaluation of all admissions policies and procedures, and effectiveness of the selection processes.
4. Retention rates have dropped below the expected outcome of 85% this year in both classes. Faculty are in the process of evaluating data regarding this phenomenon, and are looking at the admissions process to identify selection criteria that best predict success.
5. In collaboration with the MPC Director of Institutional Research, the Director, School of Nursing, and the Instructional Technology Specialist will create processes and procedures for systematic collection of data utilizing software that will allow a number of staff and faculty to input and access data regarding students and outcomes. A plan is in development to use data retrieval and collection system to render reports, queries and tables relevant to the measuring and reporting of program outcomes and other demographics. The goal is to use a graphic user interface that will allow students to fill in personal data, and then allow faculty and staff to add information to the database regarding student success measurements and other pertinent data, which will enhance data driven decision making.

Physical Education Program

Department/Group Name	Semester	Date
Physical Education	Fall 2011	8/18/11

Department/group members present
Lyndon Schutzler, Kim Fujii, Walter White, Daniel Phillips, Mark Clemons, Jeff McCart, Paul Tuff, Wendy Bates, Erin O'Hare, Janet Butler, Mike Rasmussen, Linda Marie Johnson, Blake Spiering

Principle SLOs, supporting objectives, and/or challenges discussed
Physical Education Principle SLO: Recognize the value of physical activity for improving personal wellness. Use exercise equipment safely and effectively. Improve or maintain physical fitness through participation in the selected activity.

Summary of department/group discussion about student learning
Group discussion was based on how to effectively serve and assess students in the Fitness Center. Current practices such as orientation, evaluation, fitness assessment were analyzed regarding accessibility, efficacy and relevance. The group discussed alternative methods to assess principles of physical fitness development. Methods were analyzed not just for validity and accuracy but also in how many students could be serviced due to staffing, equipment and time restraints.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
Instructors create and initiate methods to assess application of principles of physical fitness development as stated in the SLO. Quizzes would be available online as well as in the classroom. Hours and availability of orientation in the fitness center examined and expanded to better serve the number of enrolled students. Research possible topics for mini modules within specific skill based classes. Modules would include assessment tools.

Physical Sciences Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Fall 2011	January 25, 2012

Department/group members present
Elizabeth Bishop and Linda Logsdon

Principle SLOs, supporting objectives, and/or challenges discussed
Some of the current challenges we face which impact our ability to support, provide access to, and provide opportunities for student learning are: Preparing to move out of the Physical Science Building by the end of this summer. Six out of seven of our departments consist almost entirely of classes with major laboratory components. All of the accompanying equipment, apparatus, tools, and materials required for these labs need to be sorted, catalogued, packed and prepared for moving and storage or disposal. The additional workload this is generating is enormous. Adjusting to the new, more time-consuming scheduling processes. Undergoing Program Review at this time. Attempting to assist all of our departments and programs in their quest to support student learning, with a Division Office Instructional Supply budget which is currently 40% less than the amount it was ten years ago.

Summary of department/group discussion about student learning
The bottom line is that we are here to encourage and support student learning. In spite of all the current distractions, disruptions, time constraints, and lack of sufficient funds it is extremely important that we focus as much of our time, energy, and resources as possible on supporting student learning and student success.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
Moving science labs out of this building is a gargantuan task. People have been asked to pitch in and help out, and some already have. The process and request for assistance will be ongoing thru summer. It is our goal to be completely moved out of the Physical Science Building before demolition begins. It is our goal to overcome the difficulties caused by the lack of timely, informative reports and the lack of immediate feedback from our new scheduling processes, and continue to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students. It is our goal to complete a thoughtful Program Review before the end of this spring 2012 semester. We will strive to be extremely frugal with supply expenditures. It is our goal to get by with our insufficient Instructional Supply Budget this year, and hope that the most recent 15% cut can be reinstated as soon as fiscally possible.

Physical Sciences – Earth Science Program

Department or Group Name	Semester	Date
Earth Science	Fall 2011	August 23, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
All of us Fred Hochstaedter Leslie Turrini-Smith Jeff Nolan	We discussed all of them, or aspects of our teaching/department that support all of them.

Summary of Department or Group Discussion about Student Learning

I started the meeting by giving a presentation about the Gigapan/Google Earth project I've been working on. This involves high resolution images of field sites for students to view and investigate. These images will directly support our Geology SLOs that involve interpreting outcrops and landscapes in terms of geologic history. We will eventually have all of our field trip stops imaged using this technique so that we can more easily review the field observations in the classroom or lab setting.

We talked a lot about being generally unsatisfied with the student performance on their final poster project. In Geology, this poster project involves the student interpreting an outcrop or landscape in terms of the geologic history and is one of our main tools to evaluate the similarly stated Geology SLO. In the discussion, we emphasized the need to think about where we want the students to be at the end of the semester (i.e., able to interpret an outcrop or landscape at an introductory level) and adjust what we teach during the semester to achieve that goal. We talked about giving the students time to practice this skill on the weekend and class-time field trips that lead up to the project. It turns out that all of us experience a degree of frustration over this.

As is commonly the case, we talked about the critical skills the students need: written communication, math, and 3D visualization. Leslie shared how she evaluates the 3D skills of a student near the beginning of the semester, and then advises the student to possibly take a different Physical Science lab class if difficulty with 3D visualization is apparent.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

1. The main action items we discussed this semester involved the move to the permanent facility at the Marina Ed Center. We are trying to provide a reasonable learning environment to the Earth Science students at the Marina Ed Center. Teaching Earth Science involves a lot of tactile materials such as minerals, rocks, and maps, that students need to touch, handle, and feel in order to be successful. These materials require storage space at the Marina Ed Center. Much of the immediate and practical plans for the Fall 2011 semester involved ways to find storage options for rocks, minerals, and maps at the Marina Ed Center. These materials directly support the Geology SLOs by teaching students how to describe rock outcrops and landscapes. By the end of the first week of the semester, it seemed that we might be slightly short of storage space in the Marina classroom. Discussions were held with various colleagues in administration and the Anatomy Dept to work these issues out. We are recognizing that the shared facility at the Marina Ed Center will probably be adequate for teaching Earth Science, but never as good as a facility specifically designed to teach Earth Science.

A budget-dependent action item may be storage furniture for the facility at Marina. A major portion of time during the Fall semester will be spent deciding the most appropriate storage furniture for our needs. We're looking at vertical map holders, carts to store the materials in another room, shelving, and anything else we can think of.

This type of storage furniture will all help students achieve the SLOs that require them to accurately describe Earth materials and landscapes.

2. As is always the case, funding for field trips entered our conversations, as we tried to figure out how provide five lab sections of students adequate transportation during the field trips with a limited and recently reduced yearly budget. These field trips directly supports all of the SLOs in the Earth Sciences Dept. Students need to be able to see outcrops, landscapes, and geologic relationships in the field in order to describe and interpret them appropriately.

Physical Sciences – Math Department

Department or Group Name	Semester	Date
Math Department	Fall 2011	8/18/11

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Elizabeth Bishop, Gail Bartow, Hazel Ross, Tuyen Nguyen, Bob Evans, Don Philley, Bob Donovan, Lynn Iwamoto, Tracie Catania, Jack Malokas	The discussion mostly focused on SLOs for Intermediate Algebra, but also on math classes in general. (Note that Math 16 was picked for individual reflections for Fall 2011 and to be the topic for discussion of Program Reflections during Flex in Spring, 2012. Since Math 16 is a General Education Outcomes course, this will also partly fulfill our obligation to focus on a GEO at least twice during a program review cycle.)

Summary of Department or Group Discussion about Student Learning

The discussion started with the question: "Pedagogically speaking, is it better to offer Math classes twice a week or daily?"

Apparently there had been some research that showed that at the college level, students learned better with fewer, longer classes – and even more so in math classes. Some of us felt that that could indeed be so for the following reasons:

- Starting a topic at the beginning of class is hard, so meeting twice a week has two "starts" compared with five "starts" with daily classes. It's a more efficient use of time.

- New math students may not yet have developed the "mental stamina" needed to focus on math, and meeting twice a week builds that stamina.

- Meeting twice a week better fits the schedules of many students, especially evening students.

However some of us felt that daily (or 4 days a week) classes were better for our students for the following reasons:

- If homework is given at every meeting, then smaller amounts of homework assigned daily is better absorbed than a lot of homework assigned twice a week.

- Shorter class times are better because students are better able to digest more frequent smaller chunks of material than two big chunks a week.

Because there were several reasons pro and con, it was decided to continue offering a variety of scheduling options.

We also noted that, given the fact that we have many more part-time instructors than full-time faculty, and that many part-timers prefer classes that meet just twice a week, we have no choice but to continue to schedule a substantial number of classes that meet twice a week.

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We then turned our attention to the SLOs for Intermediate Algebra:

Upon completion of this course, the student will have demonstrated the ability to:
1. *Evaluate and perform operations on algebraic expressions and solve algebraic equations (polynomial, rational, radical, exponential and logarithmic).*
2. *Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.*

1. The problems we see students having are:

   - Many do not take notes in class.

   - Instead of doing their homework, some just look at the answer key and say "OK, I can do it!" and don't actually work the problem themselves.

   - Students with Learning Disabilities often find it difficult to cope with large classes and need a lot of one-on-one help.

   - Many students are still using "pattern learning" to work problems instead of evolving into the understanding of "concept learning."

   - Students in this class, as in any math class, need lots of practice, preferably with lots of **immediate** feedback. It is vitally important for their success to be able to find such help in the Math Learning Center and/or the Academic Support Center.

   It was pointed out that there is a program funded by Bill Gates called the Kahn Academy (http://www.khanacademy.org/) which provides free video demos in math with lots of worked out practice problems that students could be referred to for extra help.

2. The question was raised "Should we review material covered in the previous course (Beginning Algebra) or start right away with new material?"

- If we assume the students know the previous material and start with new material, inevitably we will lose some students – it might even be a lot sometimes. But if we spend time reviewing previous material we run the risk of not being able to cover all the required topics.

- We have to bear in mind that there are two distinct groups of students taking Intermediate Algebra: those taking it as the last math class required for an Associate's degree, and those who need it as a pre-requisite for taking transfer level courses. Students taking it for the Associate's degree would probably benefit more from getting a review of previous material, but even transfer bound students could benefit.

- It was pointed out that the rules allowing a student to repeat a class have changed. Only three repeats, including Ws will be allowed. It will be even more important for our students to "get" the material without repeating the class.

- It was also pointed out that it continues to be difficult to find enough well qualified part-time faculty to staff all of our classes. Even with the cap reduction that took place this semester, we still had 24 sections being taught by part-time faculty out of the 55 sections offered.

   Perhaps the answer to this vexing question is to leave it up to each instructor to decide whether to review or not. Given the diverse faculty that we have, this will likely provide our students with both options.

3. Another question that came up was: "Do students in on-line math classes, where lots of one-on-one feedback is available on-line, do better than students in campus classes where they have to seek out one-on-one assistance?" Lynn said that she did not see any difference – some students took advantage of the on-line assistance and some did not.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

As discussed in previous program reflections, the most important actions to take that would improve the success and retention rate for our Intermediate Algebra students and, indeed, all our math students are:

1. **Increase the number of full-time math faculty by at least two positions:**

   ➤ This would allow us to experiment with offering two semester courses for Math 261 and 263 to see if that increased student success and retention rates.

   ➤ This would allow us to develop and implement a new course to meet the Math 263 requirement for the AA degree that would be as rigorous as the current one, but with content more suited to a terminal course such as for the AA degree.

   ➤ To increase their chances of success, our students deserve a consistent, predictable math experience, which they do not get with the turnover in part-time faculty that we are experiencing, nor when part-time faculty quit at short notice or even in the middle of a semester.

   ➤ It is not at all fair to ask our many part-time faculty to put in additional time to fulfill the tasks required for SLOs when they are already not being paid equitably for their regular teaching duties. Only full-time faculty should have that obligation

2. **To provide the math assistance and support that our students desperately need (as described in the summary above), it is vital that the Math Learning Center add more sufficiently qualified staff. Enough staff needs to be available that none of our math students have to wait more than a few minutes to get help with their questions. Also, the staff should be able to spend as much time as is necessary with the student to adequately address their difficulties.**

Physical Sciences – Physics/Astronomy/Engineering

Department or Group Name	Semester	Date
Astronomy/Physics/Engineering	Fall 2011	August 18, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Tom Rebold, Lijuan Wei and Robert Otter (Homer Bosserman took the day off)	1. Provide quality state-of-the-art education and experience for our science transfer majors. 2. Providing a relevant educational experience for those taking our general education courses.

Summary of Department or Group Discussion about Student Learning

We discussed:
1. The need for more support for our engineering students
2. The gap that is widening between what technologies are available for our students and what we actually can provide.
3. Problems associated with installing, maintaining and synchronizing software on out large network of computers.
4. Equipment and off-campus facility needs in physics and astronomy.
5. Need for an engineering materials course to complete the suite of courses our engineering majors need for transfer.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

1. Faculty holding office hours at PS 205 (the former Math Learning Center location) to provide more support for student learning.
2. Support the move to 3-Dimensional Modeling in our Engineering Graphics course by installing a new version of a program such as SolidWorks and replacing existing computers with ones that can support this program.
4. Install a state-of-the-art Disk Imaging system to support that installation and maintenance to the large amount of software which must be continuously kept working on our computer network.
5. For our physics courses, upgrade MathCad or replace MathCad with more flexible, user-friendly software such as FREEMAT or WOLFRAM ALPHA.
6. Replace our outdated, poorly working Heat Experiment equipment with more up-to-date, quantitatively accurate equipment and computer simulation software.
7. Continue developing ties with NPS to provide our students exposure to advanced engineering projects, work environments, and internships.
8. Participate in the CalSTEP Joint Engineering Program initiative at Cañada College http://www.smccd.net/accounts/canmesa/hsi/jep.html , which seeks to align engineering curricula across the California Community College system, propagate tablet technology for streaming engineering lectures in real time using CCC Confer, and provide a clearinghouse for students to enroll online in select engineering classes at participating colleges, as a way to strengthen enrollments and improve engineering program outcomes across the state.
9. Continue pressing for a much needed MESA center that will assist our students seeking degrees in Math, Science or Engineering, balance out recent changes in resource allocation favoring basic skills over our more advanced student needs for support, and build up the pipeline of Engineering students to stabilize enrollment in the engineering capstone classes (Statics and Circuits).

Social Sciences Division

Department or Group Name	Semester	Date
Social Science	Fall 2011	August 17, 2011

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Caroline Carney, Steve Albert, Elias Kary, Tom Logan, Kendra Cabrera, Lauren Handley, Alan Haffa, Elizabeth Mullins, Mary Johnson, Taylor Finell, Dan Kotin, Melanie Rogers	Students will be able to critically examine and comprehend human nature, social behavior, and/or institutions.

Summary of Department or Group Discussion about Student Learning

1) While some students are able to achieve the outcome the consensus was that most are not able to demonstrate the kind of critical thinking we expect. For example, in a history class students should be able to grasp the implications or results of a historical event, but most cannot. In an economics class, they should be able to understand an economic concept and then analyze how a writer is using it.
2) Our GEO requires higher thinking skills (critical assessment), but many lack the basic knowledge required to do it. You cannot critically examine if you don't first have a basic knowledge of the relevant facts.
3) The word "comprehend" in our GEO may be too ambitious and unrealistic. How many professors even are able to say that they "comprehend" human nature and social behavior?

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.

1) We will include assignments that require students to read and critically examine key ideas in our disciplines. Most of us already do this.
2) We will make sure students have the basic factual knowledge and vocabulary to understand what we are asking them to critically examine.
3) We will model for students how to read and critically examine articles.
4) We will give examples of written work that successfully analyzes a text.
5) We will take the word "comprehend" out of our GEO and replaces it with "critically examine the complexities of…" The reason for this change is that it is unrealistic to achieve a complete comprehension of the sort implied by our current GEO and what we really aspire to is that students will be able to see multiple ways of understanding human nature, which is implied by the idea of critical assessment. Students should come to understand that there isn't any one theory or school of thought that fully and comprehensively explains human nature and behavior.

Student Services - Counseling

Utilize appropriate resources to identify, develop, and achieve academic and career goals.

The above SLO was developed on 1/27/2010 by the Counseling Department. We determined that the best way to assess the SLO is to refer to data from SARS.

This calendar year, we addressed the following questions regarding our SLO:

1) *Have authentic assessment methods been established for program SLOs? If so, is data available to make an assessment?*
   No, it is not authentic because how can the department measure the "achieve" part of the SLO? As a result, the department updated the SLO by removing that particular term. The SLO is now "Utilize appropriate resources to identify and develop academic and career goals."

2) *Has continued dialogue regarding SLOs occurred? If so, are you able to document the dialogue?*
   Yes, the counseling faculty met 1/28/11, 5/23/11, and 8/18/11 to discuss the SLO.

3) *If applicable, have the results from you SLO assessment influenced any aspect of how you deliver services to students?*
   The department determined that there is a need to accommodate an increase in the number of students while at the same time facing a decrease in staffing. To address this issue, the department increased the number of drop-in days for student during peak times. Also, the department has lead events for high school students in which the students can go through orientation, assessment, and counseling in a timely and efficient manner.

4) *Do your SLOs allow students to demonstrate an awareness of your program/service goals? If so, how?*
   Students are aware when they meet with a counselor and at the end of the meeting they leave with the information needed. Information may include education plans, coursework evaluation (advising sheets), websites, transfer data, career options, and forms required for Admissions & Records and Financial Aid.

5) *Please include any other relevant information on your program SLOs.*
   It appears we are on track to measure our updated SLO.

Student Services – Supportive Services & Instruction

Department or Group Name	Semester	Date
Supportive Services and Instruction	Fall 2011	September 2, 2011 Meeting held on 8/18/11 during Flex Day

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Kathleen Rozman Jacque Evans Richard Weigle Mimsie Redmayne Terria Odom-Wolfer	**Communication:** Students will effectively communicate their accommodation requests to an instructor in an academic course in a timely manner. **Self-Advocacy:** Students will utilize campus resources to ensure academic success. **Critical Thinking:** Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning. **Technical Competence:** Students will identify and use appropriate technology and alternate media. Student will access and use web reg. Students will use e-mail to schedule tests with the Accommodation Specialist.

Summary of Discussion about Student Learning in SS&I PROGRAM

Reviewed discussion prompts for SLO dialogue
- Have authentic assessment methods been developed for SLO's?
- Have results from SLO assessment influenced service delivery to students?
- Do SLO's allow students to demonstrate awareness of the program/services?

Discussed the need to focus on evaluation of assessment measures and evaluation of data collected. Specific staff were designated to facilitate evaluation of data and its relationship to SLO's.   Decided to include Personal Development and Community Responsibility SLO with Communication and Self-Advocacy SLO's.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent): Our action plan was not discussed this session.

During our August 2011 dialogue, each principle SLO as outlined in our 2010-11 Program Review Update was reviewed, discussed and updated with the focus on assessment methods. Methods discussed were:

Communication & Personal Development and Community Responsibility:
   a. Track accommodation process to see whether students are meeting timelines.

i. Susan V. tracks data each semester. Tallies # of students who obtained signatures and returned form in 1st 4 weeks of semester.
    ii. % success rate defined as # of students who completed process in 1st 4 weeks divided by # authorized for accom.

Self-Advocacy & Personal Development and Community Responsibility:
    a.   Cross-link data of SS&I students who are enrolled in other support classes (i.e. Reading center, Lindamood, Academic Support Center etc…)
        i.   Terria and Alexis create list of data to request from IR.
    b.   Participate in collaborative Priority Registration web registration.
        ii. Significant increase in participation from F2010 to Sp2011.

Critical Thinking:
    a.   Cross-link data of students in SS/I provided by MPC Institutional Research
          Those that are taking only LNSK classes
          Those that are taking only mainstream classes.
          Those that are taking a mix of LNSK & mainstream
    b.   Alexis will determine data that can be accessed and compared through MIS, Chancellor's Office, and IR and review with Terria

Technical Competence:
     a.   # of alternate media requests per semester (Alexis)
     b.   # of Kurzweil accounts (Alexis)
     c.   # of students attending alt. media training to facilitate test accommodations (Susan)
         i.   Alexis and Susan will develop/organize model for this and co-facilitate meetings
     d.   Alexis will assist Terria in making up chart to keep track of data

A COPY OF OUR PROGRAM SLOs CHART (as of February 2011) IS ATTACHED WITH THE MODIFICATIONS WE DISCUSSED HIGHLIGHTED.

Summary of Discussion about Student Learning in SS&I INSTRUCTION

Faculty members completed course revisions for all LNSK courses during the period Spring 2010 through Spring 2011.
Each faculty member selected one course to do a reflection on at the end of Fall 2011 semester:
Terria Odom-Wolfer LNSK 331E
Kathleen Rozman   LNSK 333
Alexis Copeland   LNSK 331D

Academic Affairs Reflections on Student Learning

Spring 2012 Dialog/Assessment Reports

Draft 5/1/12

Business and Technology

Department or Group Name	Semester	Date
Business & Technology	Spring 2012	January 27, 2012

Department or Group Members Present	
Tom Rebold, Randy Smith, Jon Mikkelsen, Dave Sobotka, Steve Bruemmer, Marty Johnson, Judee Timm, JC Prado, DJ Singh, Kathleen Clark, Scott Gunter	

Summary of Department or Group Discussion about Student Learning
Discussion emphasized what we can do and what needs to be done to encourage student success. Topics included the implications of the student success task force document, course strategies that give students flexibility to succeed, strategies for reducing the number of drops, aligning certifications to programs, taking a personal interest in students, motivating students, and providing an up-to-date, clean learning environment.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

Budget dependent:

• Keep the computers up to date. The CSIS lab computers are 4+ years old. These slowing computers affect students' ability to learn. Further, our computers and our Bravo server are vulnerable to breaking which puts at risk our ability to deliver good teaching.
• Make sure courses are using relevant, current software programs.
• Support laptops and mobile devices better. More students are bringing their own laptops. More students are interested in smart phones, ipads, etc….
• Support Macs better, since more students are getting them lately.
• Have the BUSC open more hours
• Need a webmaster to help standardize the information about instructors and programs throughout the campus.
• Make sure the lab is open without a class scheduled after certain key classes where the students need to stay and work. Most notably these classes are CSIS 50 Microsoft Office and CSIS 10a, Intro to Programming. (Alas, we forgot that this upcoming semester and it will hurt some students.)
. Increase professional development funds to enable faculty members to keep current in their fields.

Non-budget dependent:

- **Smoking** just outside the computer lab has become common, the smell of which makes the lab less inviting. This is a critical problem and is affecting student learning.
- **Communication Methods**: Students like to communicate in ways that are different than what we use. For instance, they like text messaging, tweeting, Facebook, and, sometimes Skype. Maybe we should try to communicate using those methods. Skype would allow tutoring to occur while the student is at home on his/her own computer.
- **Classroom Rapport:** Make sure the lab is friendly. Have the lab tech be in the lab. Have the lab open many hours. (We do this already.)
- Make **tutoring** always available and effective. Have the lab tech stay up on the homework for key classes so s/he can readily assist students. (I do this already.)
- Work more with **local businesses** to provide skills so they'll gladly (contractually?) hire our students.
- Lower **book fees** would help many students.
- **Designated place for tutoring CSIS students**: A designated place for tutoring would help. Sometimes both computer labs are in use as classrooms and the lab techs don't have any place to help students.
- **Student access to software** at home would help because they could work without having to be in the lab. The thin clients hold out this possibility.
- CSIS should have **more online classes**. They can have more students per class, and reach a wider audience.
- Provide better assistance to students in the first week or 2 of school for activating their **MPC student accounts.**
- Make the lab computers easier for newcomers and non CSIS students to use with **better signage** about login.
- Standardize the websites that teachers use so students don't have to learn different models for different classes.
- **www.mpc.edu** should be kept up to date and be populated with information that students need and can easily access. For example, the CSIS teachers have web pages about themselves, but they hold different content, in different formats, not all of it up to date. It would help students to know that they can easily find all teacher information in one place.
- **Teaching/learning strategies:** a) test early and provide redemption opportunities; take roll to encourage attendance; provide frequent quizzes to get students to class; use multiple measures in evaluation (i.e. homework, writing, discussion, research, and applications); repeat instruction frequently.

Creative Arts Division

Department/Group Name	Semester	Date
Creative Arts Division	Spring 2012	February 1, 2012

Department/group members present
All full time faculty plus DOM Barbara Smallwood

Principle SLOs, supporting objectives, and/or challenges discussed
The discussion centered on the topic of Creative Arts area learning outcomes which would be applicable to all, or most of the courses taught in the Creative Arts Division and which could be listed as area outcomes in addition to the overall GEO.

Summary of department/group discussion about student learning
The group agreed that the outcomes listed below would be applicable to all or most CA Division courses, and would be acceptable, on a pick and choose individual basis, as outcomes listed on course syllabi.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

1. Display, create, exhibit and/or perform diverse artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal formats and media. (applicable to performance or exhibit based courses)
2. Display, through the creation of an art object or performance, artistic intent. (applicable to performance or exhibit based courses)
3. Demonstrate ability to identify and contrast characteristics of discursive versus presentational formats. (applicable to all CA Division courses)
4. Upon successful completion of study in (name of CA Division GE introductory survey course) students will have demonstrated an ability to analyze and interpret elements of human thought, achievement, and expression as they reflect and relate to the performing and visual arts, and to communicate the results.

Creative Arts – Theatre Arts

Department/Group Name	Semester	Date
Theatre Arts-Technical Studies	Spring 2012	1/25/2012

Department/group members present
Steve Retsky, Eric Maximoff, Dan Beck(via e-mail), Ana Warner

Principle SLOs, supporting objectives, and/or challenges discussed
Our principal challenges are budgetary and administrative. Due to budgetary constraints the courses offered by the technical studies arm of the Theatre Arts department have been cut once, and there is the possibility that a course necessary for degree or certification may also be cut. The demands on the technical studies arm have increased as they relate to our Production classes while our ability to engage outside help has diminished. As our interaction with students has decreased so has our ability to find students to fill technical roles in those Production classes, as well.

Summary of department/group discussion about student learning
Our Department is in a transitional state. While we are out of the building during the remodel we are running our Production classes at many different locations. Even in times of full budgets and ample outside help it would be difficult to coordinate site surveys, scenic construction and scenic and lighting load-ins and strikes. Add to these challenges the schedule developed by the Department's administration and the jobs we do become extremely challenging. Efforts to negotiate a better coordinated schedule have been less than successful so far. As long as we are off-campus our students must interrupt their school days to commute to our off-site location to attend classes. This decreases our class sizes and our ability to teach technical theatre and to recruit student for Production class roles. Add to this the Department administration's focus on Acting and Production classes and we feel that students who wish to learn technical theatre are at a double disadvantage.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
As long as the technical studies arm of the Theatre Arts Department is off-site we will have difficulty in reaching our educational objectives. If the decisions made about the department and program as a whole continue when we return to campus than what was a robust technical program will end up the bastard child of the department, expected to support many full-scale Production classes, but with very little opportunity to actually instruct students in the craft of Stagecraft. We are all afraid of becoming afterthoughts in what should be a collaborative educational system.

Humanities Division

Department or Group Name: Humanities Division

Semester: Spring, 2012

Date: 1/25/12

Department or Group Members Present: Beth Penney, Alan Haffa, Jamie Gerard, Adria Gerard, Merry Dennehy, Anita Johnson, Carolyn Hansen, Lisa Gonzales, Jon Osburg, Molly May, Lola Jerez-Moya, Sonia Lizano, Dan Fox, Henry Marchand, Dave Clemens, Dave Joplin, Susan Joplin, Todd Weber, Richard Abend, Paola Gilbert, Nancy Harray, John Nelson, Diane Boynton, Kelly Stack, Karla Moore,

Principal SLOs, Supporting Objectives, and/or Challenges Discussed: Challenges: Class preparation, including proper placement, completion of reading and writing assignments, not purchasing books (and the related problem of bookstore supplies), attendance, basic grammar/writing issues.

Summary of Department or Group Discussion about Student Learning: "Skills" as measured in assessments don't equate to student behavior/motivation/understanding.

- Discuss with students what "being a student" is and what "success" looks like.
- Establish firm, clear, guidelines for classes and assignments.
- Create opportunities for success, then build from there.
- Provide challenging activities and examples of "good" and "bad."
- Continue to review grammar in transfer-level courses.

There is a core group of students who want to be there, do the work, and are successful. Concentrate on them; sometimes the "fringe" will join. If not, they will be successful when they are ready.

Results of the Reflections Dialog: Description of goals/and or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent): The consensus of the group seemed to be that some level of under preparedness is evident in MPC's student population as a whole. We can try to prepare these students for the rigors of college by providing firm guidance about course, department, and campus regulations and expectations via our syllabi, class announcements, and individual counseling. We can also make sure students are both aware of campus services such as the ESSC and that they are taking advantage of them.

We do not see the changes mandated by the Student Success Task Force as a solution to this problem; it presupposes that community college students are prepared to make decisions and take responsibility that many of our students are not ready for.

Humanities – English Department

What challenges do we face that impact our ability to support student learning, provide access to student learning, and/or provide opportunities for student learning?

- Systemic failure to recognize that the greatest influence on student learning and student success is the student (talent, aptitude, motivation, preparation, personality, life circumstances, accidents of birth, etc.).

- Classes have too many faux students whose academic goal is receiving financial aid or athletic eligibility.

- Student ability has been degraded by electronic media (language use, impatience). The Web has made it nearly impossible to teach literature (vast error, substitutes for reading).

- Systemic denial that student learning is neither observable nor measurable. How any student interacts with course material and what that student eventually values from course material are not immediately knowable.

> Chris Hedges quotes a teacher who says:
>
> "Not only have the reformers removed poverty as a factor, they've removed students' aptitude and motivation as factors," said this teacher, who is in a teachers union. "They seem to believe that students are something like plants where you just add water and place them in the sun of your teaching and everything blooms. This is a fantasy that insults both student and teacher. The reformers have come up with a variety of insidious schemes pushed as steps to professionalize the profession of teaching. As they are all businessmen who know nothing of the field, it goes without saying that you do not do this by giving teachers autonomy and respect. They use merit pay in which teachers whose students do well on bubble tests will receive more money and teachers whose students do not do so well on bubble tests will receive less money. Of course, the only way this could conceivably be fair is to have an identical group of students in each class—an impossibility. The real purposes of merit pay are to divide teachers against themselves as they scramble for the brighter and more motivated students and to further institutionalize the idiot notion of standardized tests."

- Systemic failure to recognize that students, like all human beings, are complex: unpredictable, emergent, irreducible, and ambiguous. Hence, efforts at standardization and conformity produce disastrous results.

- Systemic refusal to admit that technology has little or no positive effect on student learning. On the other hand, learning technologies may inhibit student learning.

Scott Jaschik of Insidehighered.com reports that two professors at the National Institute for Staff and Organizational Development conference presented statistical findings "showing that increasing numbers of college students are not prepared for work at the college level. At that point, the presenters asked: If technology is helping us teach better, why are we seeing so much evidence that students aren't learning as well as we would like? Current college students have had more exposure to technology in high school and college than previous generations did, but are they better off for it?"

Hyperlinks imply a relevant connection when often the link is gratuitous, incoherent, or commercial. Today's students rarely use transition words and phrases that express logical connections ("because," "on the other hand," "in addition"). Instead they use the conspiracy theorists' favorite phrase, "is linked to" and deploy "this shows" as if it were a logical transition. Logic and reasoning are linear, visual montage and hyperlinks are not. And the fact that hyperlinks externalize connections divorces students from internal reading activities such as allusion, cross-referencing, suggestion, connotation, and implication which deepen comprehension.

Hyperlinks also interrupt. The whole mode of electronic communication is interruption. Nicholas Carr notes Cory Doctorow's description of the Web as an "ecosystem of interruption technologies.'" That is, the Web acts as a perpetual "person from Porlock."

- Teachers are battered by the proliferating workload of processing emails, forms, regulations, requests, demands, that is, the bureaucratic labyrinth that college teaching is becoming.

- Teachers are hamstrung by college sectors preoccupied with their own fiefdoms at the expense of the institutional mission. IT, an essential college unit, seems to be a world unto itself and blandly unconcerned with its educational *raison d'etre*. Too many college entities obstruct education rather than facilitate education.

What can we do to overcome these challenges to advance student learning at MPC?

- Recognize that success with students depends on correct student placement, accurate student assessment in prior courses, rigor of prior courses, and each student's talent, aptitude, motivation, etc.

- Recognize that students may learn from books or articles but *teaching* students requires aspects of morality: memory, dramatization, improvisation from essential materials.

- Acknowledge that teaching is art, not science, and requires experienced combining of Richard Paul's five stages of teaching (attached) in response to varied student needs from moment to moment.

- **Reduce** reliance on electronic teaching technology.

Stanley Fish quotes home school advocate Leigh Bortins who would like nothing less than a recuperation of the Trivium itself. In her new book *The Core*, Bortins argues for the centrality of "grammar (the study of basic forms), logic (the skill of abstracting from particulars), and rhetoric (the ability to "speak and write persuasively and eloquently about any topic while integrating allusions and examples from one field of study to explain a point in another." Assiduously practice, or as Bortins puts it, "overpractice" these skills, and "a student is prepared to study anything."

Fish notes that "absent from Bortins' vision of education is any mention of assessment outcomes, testing, job training and the wonders of technology. [She] declares that `students would be better educated if they weren't allowed to use computers until they were proficient readers and writers.'"

- Redesign AA requirements to reflect this core knowledge so that MPC has a coherent definition of what constitutes an educated person.

Stages in Teaching and Learning by Richard Paul
How teaching methods correlate with student learning levels.

Researchers at the Center for Critical Thinking have postulated five stages of teaching and learning: the didactic, tactical, the analytic, the holistic, and the exemplary. At each stage, researchers say, there is a reciprocal relation between teaching and learning, and each higher stage incorporates the strengths of the previous stages.

The Didactic Stage
At the didactic stage, while the teacher is focused on covering content through lectures, the student is passively listening, internalizing little of what is being said.
The consequence: Short term recall of fragments of content, alienation from the subject (e.g., math hatred), general lack of enthusiasm.

The Tactical Stage
At the tactical stage, the teacher is focused on using "techniques" or "tactics" (e.g., cooperative learning) which activate student interest and involvement.
The consequence: Students enjoy classes more active, generally learn more, and have a more positive attitude toward school and learning.

The Analytic Stage
At the analytic stage, the teacher designs instruction so that students actively use specific intellectual skills and abilities to analyze various dimensions of the content (e.g.' student working in groups of two's might have to identify the main issue in a chapter and give a good reasons to support their choice or to identify the assumptions they made in trying to solve a given mathematical problem).
The consequence: Students learn more content as a result of developing (intellectual) skills and abilities. In addition, they

begin to develop some intellectual discipline and standards. They begin to learn how to assess their own work.

The Holistic Stage:

At the holistic stage, the teacher maintains the emphasis of intellectual skill and involvement, but focuses more attention on cultivating the integration of intellectual skills and abilities into larger-scale intellectual performances. For example, in a history class, the students would achieve a higher order command of content, not simply be learning, say, how to distinguish historical data from historical conclusions or how to identify issues implicit in the text, but also learning how to " reason historically," how to think through the complex performances that creating or constructing history entails.

The consequences: Students retain much more content (because they have better tools for integrating it under large scale concepts) and they transfer what they learn more readily (because they are much more cognizant of the implications and applications of what they are learning). For example, in biology classes taught at this level, students do not rotely memorize random biological facts or definitions; rather, they use good biological reasoning to study biology. Hence, when studying respiration, they learn how to think it through in the context of the life of the organism. They would therefore be able to discuss critically the role played by oxygen on a number of distinct but interrelated biological levels. They would learn, for example, how to extrapolate, relevantly and accurately, from a respiratory disease not covered in class. They would be able to construct an original experimental design on some central aspect of respiration, critique their own design, carry it out, and interpret its results. They would ask probing, insightful question about the work of other students. They would begin to recognize the importance of intellectually assessing their own work while it is in process. They would become comfortable in talking about a range of intellectual standards which [unreadable].

The Exemplary Stage:

At the exemplary stage, the teacher – in addition to using effective tactics and emphasizing the integrated use of intellectual skills in gaining command of content – is an accessible "model" or "living example" of the mode of reasoned learning she teaches (e.g., historical reasoning, or sociological reasoning, or mathematical reasoning, or chemical reasoning, …). The teacher is good at thinking aloud, slowly and carefully, in front of the students, displaying realistically how one can reason things through in learning. The teacher models how to read the text, how to listen critically to a lecture, how to work through the problems inherent in the subject, someone whose daily acts model what they are trying to learn.

The consequence: Students learn, not only from their assignments and classroom activities, but also from the thought-displaying practice of the teacher.

Richard Paul estimates that approximately 80% of teaching is at the didactic level, 14% at the tactical level (engagement without intellectual skill development), 4% at the analytic level, 0.9% at the holistic level, and 0.1% at the exemplary level. As he puts it, "Teaching for intellectual skills that enable students to grasp content deeply is rare in education today. The overwhelming majority of teaching is didactic. Most of the rest is merely "tactical", engagement as an end in itself or as a tool for lower order learning."

Humanities - ESSC

Department/Group Name	Semester	Date
ESSC	Spring 2012	1/27/12

Department/group members present
Adria Gerard, Aloha Fishel, Kimberlyn Forte, Dr. Kenneth Howe, Katrina Jensen, Carolyn Lake, Sunny LeMoine, Marguerite Moore, Ruth Osorio, Connie St. Amour, Skip Seibel, Debbie Sharp, Joan Smith, Brian Streetman, Janet Tezak

Principle SLOs, supporting objectives, and/or challenges discussed
- What challenges do we face that impact our ability to provide opportunities for student learning?   - What can we do to overcome these challenges to advance student learning at MPC?

Summary of department/group discussion about student learning

What challenges do we face that impact our ability to provide opportunities for student learning?
1. My Writing Lab, the ESSC's current ENGL 401 lab computer program, does not offer enough opportunity for meaningful interactions with staff/faculty, does not offer enough opportunity for meaningful writing assignments, and does not adequately address some of typical grammar concerns we see in student writing.
2. In addition to the language skills deficiencies we see, students also often lack the "academic habits of mind" that help contribute to their success at MPC.
3. Staffing cuts means fewer students getting timely access to the English and Study Skills Center and the services therein, and means more frustration for staffers trying to meet the needs of a growing ESSC student population.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

What can we do to overcome these challenges to advance student learning at MPC? Description of goals and/or action plans resulting from the challenges mentioned above:

1. Non-Budget Dependent (hopefully): Develop our own ENGL 401 lab content in iLearn, and move away from Pearson's My Writing Lab.
2. Non-Budget Dependent: Discuss "academic habits of mind" as needed during student conferences (These include topics such as time management, staying organized, course syllabi/requirements, etc.), become more knowledgeable of campus resources available to students, and refer students to those campus resources when appropriate.
3. Budget Dependent: Replace the position that was eliminated in Fall 2011.

Humanities - Linguistics

Department or Group Name	Semester	Date
LINGUISTICS	FALL 2011	January 25, 2012

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
RICHARD ABEND	DEMONSTRATE AN AWARENESS OF LINGUISTIC PRINCIPLES IN ONE OR MORE AREAS OF LINGUISTICS.

Summary of Department or Group Discussion about Student Learning

Linguistics students have proven themselves to be very adept at analyzing syntax and understanding key concepts of linguistics. Both on-campus and online sections are successful content delivery systems. Online students rely heavily on the text and online sources and are able to use them successfully. A large number of online links were added to this semester's online class and were very well received by students. A number of students commented that the online sites assisted them in understanding the course content. On-campus students rely much more heavily on lecture than text or online resources and seem to have more difficulty using the course text. Feedback in both venues has been quite positive and a number of students have decided to pursue linguistics majors.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

For Spring 2012, I will incorporate more discussion of the on-campus class text and stress that homework be completed on schedule. It is my impression that online ling students have greater academic skills (preparation) than those on campus. I will try to facilitate student academic-skill-building in the on-campus section.

Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Spring 2012	1/31/12

Department/group members present

Adria Gerard, Paula Norton, Linda Bergen, Erin Cuentas, Pat Esterline, Gaely Jablonski, Sue Kostyshak, Dan Kotin, Trish Nelson, Ruth Osorio, Susan Stillinger, Shane Whitman

Principle SLOs, supporting objectives, and/or challenges discussed

- What challenges do we face that impact our ability to provide opportunities for student learning?
- What can we do to overcome these challenges to advance student learning at MPC?

Summary of department/group discussion about student learning

What challenges do we face that impact our ability to provide opportunities for student learning?
1. Students have difficulty arriving at attainable program goals for themselves in the Reading Strategies lab.
2. In addition to the reading skills deficiencies we see, students also often lack the "academic habits of mind" that help contribute to their success at MPC.
3. Staffing cuts means fewer students getting access to the Reading Center and the services therein.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

What can we do to overcome these challenges to advance student learning at MPC? Description of goals and/or action plans resulting from the challenges mentioned above:
1. Non-Budget Dependent: Revise the Reading Strategies student intro questionnaire to include clearer and more comprehensive goal-setting language. Keep a copy of this questionnaire in students' folders for easy reference throughout the semester.
2. Non-Budget Dependent: Discuss "academic habits of mind" as needed during tutoring sessions (These include topics such as time management, staying organized, course syllabi/requirements, etc.), become more knowledgeable of campus resources available to students, and refer students to those campus resources when appropriate.
3. Budget Dependent: Replace the position that was eliminated at the start of 2011/2012 academic year.

Life Sciences – Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Spring 2012	01/26/12
Department/group members present		
Marcus Evans James Lawrence Ian Sanchez C. Robert Omstead		
Principle SLOs, supporting objectives, and/or challenges discussed		
Main obstacle to student achievement seems to be their inability to comprehend written material. This probably contributes to their inability/lack of willingness to complete homework assignments.		
Summary of department/group discussion about student learning		
-Many students can "fix the car" but cannot pass certification exams. - For many students, the obstacle to success appears to be reading comprehension - Discussed many specific students whose success seems to be limited by reading comprehension - Discussed difficulty in covering material when have to teach basic skills - Haven't had much success sending students to various support services on campus. Many students express that the support wasn't helpful. - There is a need to work more closely with the various support services on campus so we can better serve our students.		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
We had several goals/plans that emerged from the discussion. Here are the main ones: - Have someone from English and Study Skills Center talk to intro class. This would encourage students to seek assistance and would also foster a better working relationship with the tutoring staff. - Have students take English placement test (or a practice test). This would help with identifying students that need assistance and helping them to connect the appropriate support staff. - Make an effort to connect with struggling students individually early in the semester. Having students demonstrate reading skills will help with identifying them. Once they are identified, guide them to the appropriate help.		

Life Sciences – Biology/A&P/ Health and CAD

Department/Group Name	Semester	Date
Biology, A&P, Health, CAD	Spring 2012	January 25, 2012
Department/group members present		

Heather Faust   Andres Durstenfeld
Heather Craig   Julie Himes
Kim Shirley   Dan van Hees
Kevin Raskoff   Gary Fuller
Clifford Achille

Principle SLOs, supporting objectives, and/or challenges discussed

Learning Centers (ASC: peer tutoring)
Study Skills
Screencasting lectures

Summary of department/group discussion about student learning

Learning Centers: ASC- student tutors potential overstepping bounds and lecturing vs. tutoring. Where is the line between the two? SI Program: tutor helps students find answer themselves, vs. giving answers. Different tutors have different abilities and skills.   How much control do we want to place on what happens. What is the role of ASC tutors, is it to provide experience to both tutor and students, if so "career tutors" who have been doing it for 10+ years are perhaps depriving opportunities for other students. ASC might need to define what the goals for the tutor might be. Limit the number of classes a single tutor might work with? It can be hard to find the tutors from previous students. Often transfer away or are unavailable.

Study Skills: Many/most of our students do not have adequate study skills and/or time management to fully succeed in the class. How do we address and improve these skills and address and support the attainment of the skill set? Regular online quizzes to get students thinking and studying about subject over weekend. Quizzes on the labs of the day to get them pre-reading the labs. Outlines, quizzes, review questions, etc. We still discover they are often shocked after first exam to find they had not been doing well. Work backwards from exam and provide methods of real assessment in first few weeks that is real and sufficiently related to exam style/questions that they can self-evaluate to understand their study success. Model proper use. Need to monitor study practice early. What about a few, smaller exam at beginning of course to assess with smaller grade hit if did poorly? Split first exam in two? But not always study skills- students always have complicated lives. Fixed quizzes over pop quizzes. Give quiz at start of class to set good attendance habits. Threat of being called on may motivate/threaten some students into better habits, but most play the odds and will not motivate a change in study skills. We all think about these study skills issues in our course, perhaps differently, but it is a focus for us all. Use ESSC classes, Got Success website, etc., perhaps with extra credit. We need to broadcast, clearly, our expectations for the class. Three levels of learning: 1) definitions, 2) apply it and give examples, 3) mix it with other ideas and synthesize with other topics.

Screencasting: Using Screenflow and a wireless microphone system to record our lectures in Biology. Talked at length about the pros and cons of making this available to the students. We have found it to be a good benefit for all students. The system was demonstrated for the group and the merits for different classes and students discussed. A foundation grant may be written to acquire another set or two of the microphones and the

software for use with A&P course.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

ASC: Need to define what we mean by tutoring: what guidelines so we give to our SI or ASC tutors? ASC needs to define what they are trying to do regarding the number of classes tutored, etc.

Study Skills: We will continue the internal discussions regarding study skill building within the division during our "Lets talk about teaching" roundtable discussions.

Screencast: Heather Faust will try the screencasting this semester in her Anatomy course. A foundation grant may be written to acquire another set or two of the microphones and the software for use with A&P course.

Life Sciences – Dental Assisting

Department/Group Name	Semester	Date
Dental Assisting	Spring 2012	1/25/12

Department/group members present
Karoline Grasmuck & Linda Lopez

Principle SLOs, supporting objectives, and/or challenges discussed
DNTL 112 • Describe the role the business office plays in the dental practice for, marketing, telephone technique and letter writing • Demonstrate the preparation and utilization of an appointment book • Describe law, ethics and HIPAA regulation as they apply to dentistry

Summary of department/group discussion about student learning
Review the CADAT RDA law and ethics prep book • Incorporate PowerPoints • Incorporate quizzes

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
• Non-budget dependent • Incorporate into next year's course • Require all students taking DNTL 112 that are in the program full time, to purchase the CADAT Law and Ethics

Life Sciences – FACS & MATE

Department/Group Name	Semester	Date
Family and Consumer Science & MATE (CTE)	Spring 2012	1-25-12
Department/group members present		
Sunshine Giesler Deidre Sullivan Paul Lee		
Principle SLOs, supporting objectives, and/or challenges discussed		
We discussed areas a-y and made notes for various improvements that could be made: • Add advisories to all HOSP classes in order to have students' skills up to par for each class • The CAD lab in GA 103 needs some grounds maintenance—embarrassing to hold nationwide workshops with weeds and dead plants at entry. • Smoking behind the FACS building is distracting, unhealthy and messy. How do we ENFORCE no smoking policy? • Temperature in classroom and offices is a constant distraction to learning. • Instructors should be evaluated on what they teach as well as how they teach. • In general we do have adequate technology although the computers in the CAD lab are getting old and slow with each passing day. • Library hours are dwindling down to nothing. Great facility but never open to use it. Also, why are all the lights on in the building when the building is closed? • Why do we have a 'for profit' bookstore? • How many counselors do we have and how can we better communicate with them?		
Summary of department/group discussion about student learning		
Students seem to be less and less prepared to come into our classrooms to succeed. We do for the most part, feel like we have the proper support—see items a-y—here on campus to facilitate student success. Budgetary and staffing issues are making it more and more difficult for us to help students succeed (i.e. library, counseling, etc…).		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
Goal 1: Add advisories to all HOSP classes via CurricUNet this spring. Goal 2: Talk to facilities about maintenance of GA 103 entry & 'smoking' area behind FACS building Goal 3: Create a plan for meeting with the counselors & informing them of our programs.		

Life Sciences – Medical Assisting (part 1)

Department/Group Name	Semester	Date
Medical Assisting	Spring 2012	1/25/2012

Department/group members present
Cheryl Bruno Monika Bell

Principle SLOs, supporting objectives, and/or challenges discussed
We discussed MEDA 105, Medical Terminology, as both instructors teach this class on a regular basis. **SLO:** Upon completion of this course, the student will have demonstrated a working knowledge of medical terminology relating to human body systems, medical and surgical procedures and diseases. **Challenges:**   - Large classrooms make it challenging for instructors to be heard and to provide interactive instructions. Shy and struggling students often sit passively in the back. It is more difficult to monitor students during exams.   - Sections in different locations limit access to hands-on materials and models for tactile and visual learners.   - The document camera in Marina is too close to the wall and hard to use when performing written exercises together with the class.   - Some students are underprepared or lack appreciation of how much study time is involved. Some also stretch the rules regarding make-up exams.   - Students tend to hand in homework late and expect points regardless.   - Online instruction options limited as many students don't have home access.   - Providing detailed Power Points as handouts prior to lecture seems to inhibit students from taking notes.   - Some students are not aware of MEDA program options.

Life Sciences – Medical Assisting (part 2)

Department/Group Name	Semester	Date
Medical Assisting (2)	Spring 2012	1/28/12

Department/group members present

Monika Bell (only full-time faculty for MEDA program; adjuncts teach only specific 2 courses and only 1 out of 4 was able to attend Flex-Day meeting, see other Program Reflections sheet completed). Some of the issues in this reflection were also discussed with Cheryl Bruno in our Flex-Day meeting.

Principle SLOs, supporting objectives, and/or challenges discussed

MEDA 120: Upon completion of this course, students will have demonstrated the ability to accurately measure and record patient information, assist with medical examinations and correctly use Universal Precautions and sterile technique.
MEDA 121: Upon completion of this course, students will have demonstrated the ability to:
1. Give proper patient instructions for lab tests.
2. Perform routine lab and diagnostic tests, including EKG, blood tests and urinalysis.

Challenges:
- Absences of students with jobs, kids, other excuses. Getting paperwork done but lack of participation in class impedes everyone. Instructor cannot realistically evaluate absent students in such technical classes.
- Labs are difficult due to teacher-student ratios (1:15+). Most skills need to be done under direct observation/supervision. There are not enough materials for independent practice (small budget) and little ability to supervise practicing students while signing off skills for others.
- Small classroom and little counter space impair ability for students to line up and work on labs simultaneously.
- Lack of computers (PCs) and software in classroom impedes ability to teach some of the skills from beginning to end (setting up, performing, documenting in electronic records).
- Challenging to bring across connections with real-world doctor's office to demonstrate a workflow from beginning to end.
- Some students still seem to be unaware of job specifics and how the deeper understanding of anatomy, physiology, pharmacology, terminology and others connect to technical skills in these clinical courses.
- For MEDA 121, there is still no clear answer whether students are allowed to perform injections and venipuncture on each other and whether liability for this is covered under their student insurance. These skills are being worked back in after prior program coordinator had eliminated the specific courses to cover these. There seemed to be misunderstandings of what MAs are allowed to do (apparently, it was thought that MAs need phlebotomy certification in order to perform venipuncture, which is not correct, they only need to spend a certain amount of classroom time on specific subjects and demonstrate each technique for a specified number of times).

Summary of department/group discussion about student learning

Suggestions:
- Strategies to decrease absenteeism discussed with Cheryl Bruno and others previously.
- For hands-on skills, students could be divided into groups to be supervised while others complete written assignments or research.
- Will work on getting additional materials so each student can have a kit to practice skills and reuse materials while being responsible to keep materials together. Will work on worksheets where students can sign off practice runs for each skill, then have the final skill checked off by the instructor.
- Could eventually run both the basic and the advanced courses together each semester so beginning students can volunteer to be "patients" for advanced students while advanced students mentor and help beginners.
- Changes to MEDA 121 course curriculum discussed previously with Michael Gilmartin and Heather Faust. Changes were also initiated in CurricUNET and are pending.
- Would like to include co-curricular activities in course either for bonus or for required points. This could be job shadowing in a doctor's office, attending a seminar, attending inservices or speaker presentation, etc. Outside experience will bring the office closer to the classroom and may provide additional motivation and enthusiasm for the profession.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Plan:
- Will stick to tighter attendance rules and build in activities that cannot be made up. Two make-up tests scheduled for semester, no other chances.
- Skills have to be completed by a deadline. Less or no points otherwise.
- Check on status of course revisions in CurricUNET.
- Check into possible co-curricular activities. Advisory Board meeting next month will provide opportunity to ask local employers to participate and host students for tours, job shadowing, externships and more.
- Will ask local offices to donate materials they no longer need (e.g.: outdated).
- Will continue to look into legalities of invasive procedures in classroom. Have meeting scheduled with Pam Gangloff regarding OSHA training and regulations.
- New classroom in Life Science building will remedy some space and equipment issues. Will have PCs there. Will need to research software options.
- Will share microbiology lab in remodeled building after moving back to use for labs. Will provide sufficient counter space for students to work simultaneously and also to help reinforce rules for behavior in lab settings.
- Will ask for budget increase or appropriate grant money to accommodate ongoing need for materials as well as up-to-date software for clinical (and administrative) functions, which are now totally engrained in all medical office activities and workflows.
- Will request for MEDA 120 and MEDA 121 to run each semester. Enrollment is increasing and there would be much benefit in students helping students. Budget dependent, of course. Can't cut any other courses instead as we are already at minimum now.

Nursing

Department/Group Name	Semester	Date
Nursing/MCCSN	Spring 2012	1/25/2012

Department/group members present

Cheryl Jacobson (Director), Laura Loop, Nancy Bingaman, Patti Nervino, Samar Hage, Eileen LaMothe, Tina Rondez, Julie Bryan

Principle SLOs, supporting objectives, and/or challenges discussed

Program Outcomes:
1) Collaborate as providers of patient-centered care in meeting the health care needs of individuals in acute, long term and community-based settings.
2) Coordinate the activities of the health care team, advocate on behalf of patients, teach patients and families, and direct safe nursing care as managers of care.
3) Contribute to the profession as responsible members within the discipline of nursing.

Summary of department/group discussion about student learning

MCCSN completed an extensive self-study for the National League for Nursing Accrediting Commission, and for the California Board of Registered Nursing in fall 2011. The NLNAC report is pending review by the Evaluation Review Panel on January 30th, 2012. Full accreditation is expected for 8 years. The BRN consultant recommended continued approval in December, 2011 with one area of non-compliance for faculty credentials, which will be corrected Spring 2012. The self-studies and subsequent reviews by external agencies reflected a broad analysis of student learning. Challenges:

- Admissions procedures have not always been clear to applicants. Web site information and written materials have not been entirely consistent. The use of the State Chancellor's Success Index Score by both the pre-nursing counselor to guide students in course selection and application strategies, and later within the Nursing program application screening process, has produced occasional disparate results, and an occasional student has come forward to complain.
- Methods of data collection regarding student demographics and other required reportable information has been inconsistent and labor intensive. The Director, School of Nursing has consulted with the college Office of Institutional Research to assist in designing an efficient, user-friendly and comprehensive database to track and query all reportable program data. The project will result in an "Access" application which will be accessible to all faculty and staff beginning Fall, 2012.

Future Plans addressing the challenges:

6. The faculty have developed a projected staffing plan through Spring, 2015 outlining the number of specific faculty needed to provide for a given number of students. The director will use this plan to adjust quickly to budget changes without compromising the quality of the program. If grant or bequest monies are used to augment the budget, faculty will identify what activities the monies support, so in the event of cut backs or losses within these categories, it will be clear what activities will be affected, without compromising the core mission of the program.
7. Admissions processes are being evaluated and improved. An Admissions committee was developed in fall 2011 that includes the pre-

admissions counselor, the director, and key faculty, with student representation. The mission of the committee will be to ensure the systematic planning, implementation, and evaluation of all admissions policies and procedures, and effectiveness of the selection processes.

8. Retention rates have been dropping below the expected outcome of 85%. Faculty are in the process of evaluating data regarding this phenomenon, and are looking at admissions criteria to identify criteria that best predict success. We will continue to pursue Chancellor's Office Enrollment grant funding to support student success activities, including case management and faculty-led study groups.

9. In collaboration with the MPC Director of Institutional Research, the Director, School of Nursing and the Instructional Technology Specialist will create processes and procedures for systematic collection of data utilizing software that will allow a number of staff and faculty to input and access data regarding students and outcomes. A plan is in development to use data retrieval and collection system to render reports, queries and tables relevant to the measuring and reporting of program outcomes and other demographics. The goal is to use a graphic user interface that will allow students to fill in personal data, and then allow faculty and staff to add information to the database regarding student success measurements and other pertinent data, that will enhance data driven decision making.

10. To further integrate the use of technology to help students access and use information at the point of care, two iPads were purchased and piloted by instructors in the clinical setting fall semester 2011 (geriatrics and acute medical-surgical). These faculty shared technical tips as well as names of highly user-friendly and relevant apps/databases that students can access immediately as they research care issues (e.g. Nursing Reference Center, Nursing Consult, Epocrates, MedScape and Micromedex). Recommendation is to purchase two additional iPads for use by other clinical faculty; need to be equipped with 3G access for wireless connectivity. Faculty will research best infection control practices for transport of these devices to from the clinical care settings. Will also explore the practicality of other hand-held data devices, such as smart phones, iTouch, etc.

11. Student learning in a changing health care environment will be the focus of a major curriculum change over the next 3-5 years aimed at explicitly infusing recommendations of the Institute of Medicine for nursing education, as embodied by the national Quality and Safety in Nursing Education (QSEN) initiative. MCCSN's master educational plan submitted Nov. 2011 identifies priorities for student success in an atmosphere of radical change in health care delivery.

12. A position paper written by the Director, School of Nursing, Spring 2012 describes challenges inherent in meeting the recommendations of the Student Success Task Force, and still limiting the total number of units to 70.
Support courses (NURS 205, 206, 160, 65) enrich the program of study and "are necessary to meet students' _specific_ educational objectives in CTE". (SSTF pg 42). The mandate to include them in every student's educational plan would undermine extensive efforts already in place within the school of nursing for student success. The courses (or repetitions of courses) are unnecessary for some students, but vital to the success of others. Also, many nursing students exceed the 150% rule regarding financial aid eligibility already. Adding courses as an easy way to comply with new regulations, rather than based on individual students learning needs, will unnecessarily cause financial hardship for those students not requiring such support. The faculty strongly believe in the efficacy of individual academic counseling pre-admission, referral for specific additional coursework throughout the program, and close case management which sometimes includes faculty-led study groups. Between 62 and 80% of students who participated in faculty-led study groups in 2009 and 2010 raised their grades from [D] or [F] to [C] or better. These students were identified through case management, and were enrolled in one or more of the above listed enrichment courses. Students needing this support represented 16-31% of the total number enrolled.

Follow up from 2011 discussion:
1) <u>Enrollment Number</u>: Current complement of faculty remains consistent with accepting 32 students in the fall, provided that present sources of grant funding are continued.
2) <u>Statistical Analysis</u>: Analysis continues of data over the last 3 years (e.g. TEAS score; Success Index Score; participation in study group; completion of Nur 70, number of clinical days with instructor present, etc). Updated data to be reported at the annual program review. Current retention rate for class of 2012: 24/31 (one returning student in this class) = 77.4%. Class of 2013: 30/32 (94%)

| 3) | Simulation Enhancement: Simulation experiences have been added as mandatory outrotations. The major curriculum revision planned over the next 3-5 years will include innovative uses of simulation as an interactive teaching strategy. |

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

See MCCSN Master Educational Plan (attached).

Budget Implications:

Data collection and statistical analysis will be refined and consolidated to better measure student success: **budget neutral**

Admissions and selection process will be analyzed to ensure fair and equitable access, and made available electronically to the public: **budget neutral**, assuming continuation of State Chancellor's Office grant which provides TEAS testing and remediation planning; LVN placement exams are also being piloted spring 2012.

Major curriculum revision will be implemented to reflect national competency standards and outcome-based evaluations of student success: **will require travel funds**, some of which will be provided by the CSUMB Collaborative. Grant funding will be sought for a national curriculum consultant (2013-2014), and for off-contract faculty time to develop the curriculum structure and evaluation tools.

5-year Priorities for Nursing Department

DEPARTMENT GOAL	REALTED INSTITUTIONAL GOAL(S)	ANTICIPATED COMPLETION	MEASURABLE OUTCOMES
Data collection and statistical analysis will be refined and consolidated to better measure student success.	1. Promote academic excellence and student success. **1.2.b.** Promote efforts to analyze the effectiveness of programs and make improvements based on the results.	In progress; completion anticipated Fall 2012	Completion of Microsoft Access database capturing admission demographics, pre-admission screening data, grades and success indicators as required by the BRN, the NLNAC, Chancellor's Office and grant administrators.
Admissions and selection process will be analyzed to ensure fair and equitable access, and made available electronically to the public.	1. Promote academic excellence and student success **1.1** Investigate ways to articulate student	In progress; completion anticipated Fall 2012	1) Consensus on admissions procedures by internal MCCSN Admissions Committee, with input from Nursing Program Advisory Committee 2) Analysis of disproportionate impact as guided by the Office of Institutional Research

	success that represent the diverse range of our students' goals and retain strong academic integrity and high standards.		3) Correlation data supporting that the selection process reflects reliable predictors of student success (program completion rates)
Major curriculum revision will be implemented to reflect national competency standards and outcome-based evaluations of student success.	**2.** Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills. **2.1** Develop and enhance credit Career and Technical programs and course to provide students with employable skills.	Faculty training in progress, culminating in national forum attendance Spring 2012 Train-the-trainer faculty sessions to begin December 2011 Curriculum consultant to be budgeted for Spring 2013 Full implementation of new curriculum based on *Quality and Safety Education in Nursing (QSEN)* over the next 5 years	1) Implementation of new curriculum within 5 years (by 2016), and with a minimum of 3 years to evaluate before next anticipated NLNAC accreditation in 2019 2) Course Evaluation tools clearly reflect competency attainment. 3) NCLEX pass rates, Program Completion rates, Job Placement rates and Graduate and Employer Satisfaction Surveys will meet or exceed expected achievement levels as stipulated in Systematic Program Evaluation Plan.

Physical Education Division

Department/Group Name	Semester	Date
Physical Education Division	Spring 2012	1/25/12

Department/group members present
Lyndon Schutzler, Kim Fujii, Walter White, Daniel Phillips, Ted Trendt, Mark Clements, Paula Haro, Jeff McCart, Paul Tuff, Wendy Bates, Erin O'Hare, Janet Butler, Mike Rasmussen, Linda Marie Johnson, Blake Spiering Note-members of each department were in attendance.

Principle SLOs, supporting objectives, and/or challenges discussed
Physical Education Principle SLO: Improve or maintain physical fitness through participation in the selected activity. Course outlines and requirements stated within. Possible course revisions if SLO's dictate.

Summary of department/group discussion about student learning
The group discussed methods to assess and measure physical fitness. These included new options as well as those already in use in the Fitness Center. Methods were analyzed not just for validity and accuracy but also in how many students could be serviced due to staffing, equipment and time restraints. The group also discussed assessments, both fitness and technique, as they relate to other Division/department courses.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
Instructors create and initiate methods to assess improvement/maintenance as stated in specific class SLO. This testing would be done in the classroom. Fitness center instructors and PFIT instructors outside of the Fitness Center with specific skill based classes such as PFIT 18A, Aerobic Fitness, collaborate with increased participation in established fitness assessment as applicable to specific class SLO.

Physical Sciences – Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Spring 2012	January 25, 2012
Department/group members present		
Elizabeth Bishop and Linda Logsdon		

Principle SLOs, supporting objectives, and/or challenges discussed
Some of the current challenges we face which impact our ability to support, provide access to, and provide opportunities for student learning are: Preparing to move out of the Physical Science Building by the end of this summer. Six out of seven of our departments consist almost entirely of classes with major laboratory components. All of the accompanying equipment, apparatus, tools, and materials required for these labs need to be sorted, catalogued, packed and prepared for moving and storage or disposal. The additional workload this is generating is enormous. Adjusting to the new, more time-consuming scheduling processes. Undergoing Program Review at this time. Attempting to assist all of our departments and programs in their quest to support student learning, with a Division Office Instructional Supply budget which is currently 40% less than the amount it was ten years ago.

Summary of department/group discussion about student learning
The bottom line is that we are here to encourage and support student learning. In spite of all the current distractions, disruptions, time constraints, and lack of sufficient funds it is extremely important that we focus as much of our time, energy, and resources as possible on supporting student learning and student success.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
Moving science labs out of this building is a gargantuan task. People have been asked to pitch in and help out, and some already have. The process and request for assistance will be ongoing thru summer. It is our goal to be completely moved out of the Physical Science Building before demolition begins. It is our goal to overcome the difficulties caused by the lack of timely, informative reports and the lack of immediate feedback from our new scheduling processes, and continue to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students. It is our goal to complete a thoughtful Program Review before the end of this spring 2012 semester. We will strive to be extremely frugal with supply expenditures. It is our goal to get by with our insufficient Instructional Supply Budget this year, and hope that the most recent 15% cut can be reinstated as soon as fiscally possible.

Physical Sciences – Earth Sciences

Department/Group Name	Semester	Date
Earth Science Department	S2012	1-25-12

Department/group members present
Fred Hochstaedter, Leslie Turrini-Smith, Jeff Nolan, Tom Clifton

Principle SLOs, supporting objectives, and/or challenges discussed
Geology SLO about interpreting basic geologic history from outcrops and landscape Oceanography SLO about analyzing inter-relationships between ocean processes Natural Science GEO about the scientific method We discussed challenges that students have in attaining these SLOs, and what we might do to improve their attainment of them.

Summary of department/group discussion about student learning
Members of the Earth Science Department enjoyed beet and bean stew and discussed the many challenges facing us today. A few of these things are listed here: • The importance of field trips in Earth Science education • The Google Earth efforts at supporting the field trips • The final poster project that we use to assess the SLOs listed above. For the purposes of this report, I'll discuss the third one in more detail. In general, we are dissatisfied with student performance on these posters. The question is how to guide them to improve. We talked a lot about intermediary due dates leading up to the final project presentation. Intermediary due dates include things like handing in a title and short synopsis of the poster, handing in the references for the poster, bringing a rough draft of the poster to class and showing it to peers for feedback. All of these things seem to get the students thinking about the poster earlier and teach time management and project planning. Another major change we continue to try is the format of the poster session itself. At scientific meetings, people walk around to different posters. So we've gone to a similar setup instead of each student presenting in front of everybody. We've tried to have half the students stand next to their posters and present while the other half walks around and looks at the posters. The instructors have an early look at the posters and come up with a sort of treasure hunt of things for the students to find on the posters. We've also given out prizes for a variety of poster categories. For student learning, the key step in here is having the students bring in a rough draft of their posters for review. We also know that the atmosphere of the poster day is much improved and seems more enjoyable by the students. We talked a lot about the challenge of finding good tutors for the Earth Science classes. When we find a good student, these tutors are an excellent resource. Other times they're not as good. Currently, we have no tutors.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Field trips are critical for any Earth Science course. There is nothing that replaces the experience of seeing, touching, feeling rocks and ocean water in three dimensions in the field. Field trip budgets must be maintained to enable students to participate in field trips.

Continue to support these field trips by providing review materials (photographs, maps, satellite views, etc…) through electronic means, primarily Google Earth.

Continue efforts to obtain lab equipment and rock and mineral samples to teach Earth Science classes at an equivalent level at the Marina Ed Center.

Continue dialog about student performance on the end-of-semester poster projects where we judge, in part, their attainment of course SLOs.

Physical Sciences – Math Department

Department/Group Name	Semester	Date
Math Department	Spring 2012	1/27/12

Department/group members present
Gail Bartow, Elizabeth Bishop, Tracie Catania, Brett Enge, Bob Evans, Bob Donovan, Lynn Iwamoto, Tuyen Nguyen, Don Philley, Geri Philley, Hazel Ross

Principle SLOs, supporting objectives, and/or challenges discussed
Challenges we face that impact our ability to support, provide access to, and provide opportunities for Student Learning.

Summary of department/group discussion about student learning

The increase in numbers of students taking our basic skills courses

With the advent of our recently implemented Math Placement Test, we are already seeing an increase in the number of basic skills students. We anticipate substantially greater demand as the Student Success Task Force Recommendations are implemented. Pre-Algebra (Math 351) in particular was singled out as having a growing population of students who do not know how to even start to be successful in a college math class. Not only do they lack the social skills to behave properly in class, but they also lack study skills and don't know how to approach thinking about and understanding abstract math concepts. We agreed that we need to look at other approaches and modalities for teaching basic skills to address these problems, so that students will have a better chance of being successful. We agreed to choose Math 351 to reflect upon during the Spring semester, and as the topic of SLO reflections during flex days in the Fall.

The burden of managing part-time faculty when their numbers are 50 - 80% more than those of the full-time faculty

We have only 10 full-time faculty. In Fall, 2011 we had 18 part-timers teaching 25 sections. This Spring, we have 15 part-timers teaching 23 sections. We also have significant turnover in part-timers. For example, we hired a promising new part-time person to teach two classes for us this Spring, but he is leaving after that because he got an offer of a post doctorate position at UCSC. It is a significant burden on the full time faculty to have to go through the time consuming process of reviewing applications, interviewing candidates, then evaluating the successful ones, only to lose them all too soon as they get other jobs. Time spent in these endeavors is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our program and curriculum.

With so many part time instructors it is difficult to find the time to oversee their classes to ensure consistency of instruction among sections of the same course. This is not so much of a problem with experienced instructors, but so many of our new hires are inexperienced and would benefit from some assistance and mentoring. We discussed a possible solution that would help. We are considering implementing a "Lead Instructor" program whereby a full-time instructor would be the Lead Instructor for each subject we teach, and would work with and be a mentor for all the part time instructors teaching that subject. We would also prepare informational handouts for those courses to further help the part-timers. But again, with so

many part-timers, time spent in these endeavors is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our program and curriculum.

A problem with the "Lead Instructor" program and, indeed, with any program designed to help and involve our part-timers more, is that they are already not being paid equitably in comparison with full-timer pay – they are not compensated for prep time and grading time. It is patently unfair to ask them to put in additional unpaid hours to meet with their Lead Instructor and to come to department meetings.

Implementing a MESA Program

For a long time, the Math Department, Physical Science Division, and others have wanted to initiate a MESA program at MPC to bring together science, technology, engineering, and math (STEM) students as described in the official MESA website http://mesa.ucop.edu/programs/mesacccp.html , an excerpt from which is quoted:

> ### MESA Community College Program (MCCP)
> *The MCCP provides science, technology, engineering and math (STEM) academic development to educationally disadvantaged community college students so they will excel academically and transfer to four-year institutions in calculus-based majors. This support is especially crucial to students who come from low-performing high schools. The MCCP is a partnership between MESA and the California Community Colleges Chancellor's Office. A Hewlett-Packard initiative has replicated the MESA community college model in many other states.*

During this economic downturn, and especially with the restrictions that students will face as the Student Success Taskforce recommendations are implemented, we believe that it would be especially important to initiate a MESA program now to help our educationally disadvantaged students to transfer in these fields.

Hartnell, Cabrillo, and Gavilan all have MESA programs. MESA grant funds are available through the Chancellor's Office.

However, applying for, designing, and implementing a MESA program would involve a substantial commitment of time from our already overburdened full-time math faculty, and again, the time spent in this endeavor is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our math program and math curriculum.

The critical need for two new math faculty positions

The critical need for additional math faculty has been well documented in the Math Department's Action Plans, Program Reviews, and Program Reflections for years. The solutions to the three challenges described above would all require an additional significant investment of time from our full-time faculty who already are stretched to their limits. Our conclusion is that the Math Department is fundamentally hamstrung by the lack of additional full-time faculty, and is essentially unable to redesign our curriculum and expand our programs to properly serve our students and maximize their chances for success.

The MPC Web Site

The MPC website was described quite succinctly by several of our members thusly: "the website stinks." The web site should support, not frustrate, its users whether they be students, staff or faculty! It needs to be made user friendly, more intuitive, and more flexible to use. It needs to be able to accommodate new technology. For example the Smart Pens Interactive Technology that we are testing out this semester is not compatible with it. The search function is very unhelpful - in many cases worse than useless, and needs to be updated with the latest search software. The template for instructor web pages is hard to figure out. When students go to look up an instructor, the first list they come to is one with only instructors who have

web pages. It's all too easy for a student (not to mention faculty!) to assume that this is the complete list of instructors and get frustrated to find that the one you are looking for is not there.

SIS

SIS does not have the capacity to keep waiting lists for a class. Once the class limit is reached, and then some enrolled students decide to drop, other students can add the class back up to the limit. This completely bypasses the waiting lists kept by instructors after students contact them, and is clearly inequitable. There needs to be an automatic mechanism to stop students from adding a class once the limit has been reached, and providing them with the instructor's email address so they can contact the instructor to be put on a waiting list. The current message of "contact the instructor" that appears when the limit is reached is not helpful to students who don't know the MPC system. Providing the instructor's email address would help all students.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Budget Dependent
- Two new math faculty positions
- Implementing a MESA program
- Paying part-time instructors to attend the Lead Instructor Program and Department Meetings
- Updating and improving the MPC Website
- Possibly improving SIS

Non-Budget Dependent (assuming the funding of 1 or 2 new math faculty positions)
- Implementing a "Lead Instructor" Program
- Developing new approaches to teaching Math Basic Skills Courses

Physical Sciences – Physics/Astronomy/Engineering

Department/Group Name	Semester	Date
Astronomy/Physics/Engineering	Spring 2012	January 25, 2012
Department/group members present		
Homer Bosserman, Tim McKnew, Robert Otter, Tom Rebold and Lijuan Wei		
Principle SLOs, supporting objectives, and/or challenges discussed		
1. Provide quality state-of-the-art education and experience for our science transfer majors. 2. Providing a relevant educational experience for those taking our general education courses.		
Summary of department/group discussion about student learning		
We discussed: 1. The impact and opportunities associated with our move to temporary quarters next year and then into remodeled facilities the following year. 2. The gap that is widening between what technology is available for our students and what we actually can provide. 3. Problems associated with installing, maintaining and synchronizing software on out large network of computers. 4. Equipment and off-campus facility needs in physics and astronomy. 5. Need for an engineering materials course to complete the suite of courses our engineering majors need for transfer.		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
1. Expedite the move into temporary quarters for the 2012-13 school year. 2. Continue to refine the design and monitor the construction of our re-modeled facilities. 3. Support the move to 3-Dimensional Modeling in our Engineering Graphics course by installing a new version of a program such as SolidWorks and replacing existing computers with ones that can support this program. 4. Install a state-of-the-art Disk Imaging system to support that installation and maintenance to the large amount of software which must be continuously kept working on our computer network. 5. For our physics courses, replace MathCad with more flexible, user-friendly software such as FREEMAT or WOLFRAM ALPHA. 6. Replace our outdated, poorly working Heat Experiment equipment with more up-to-date, quantitatively accurate equipment and computer simulation software. 7. For Astronomy, re-write existing software which no longer functions in newer versions of Windows and acquire new simulation software to improve our lab offerings. 8. Work towards getting a dedicated, dark-sky off-campus observing site and raise more money towards the purchase of a large telescope, for which about $13,000 has already been raised by the MPC Foundation. 9. Continue developing ties with NPS to provide our students exposure to advanced engineering projects, work environments, and internships. 10. Participate in the CalSTEP Joint Engineering Program initiative at Cañada College http://www.smccd.net/accounts/canmesa/hsi/jep.html , which seeks to align engineering curricula across the California Community College system, propagate tablet technology for streaming engineering		

lectures in real time using CCC Confer, and provide a clearinghouse for students to enroll online in select engineering classes at participating colleges, as a way to strengthen enrollments and improve engineering program outcomes across the state.

11. Continue pressing for a much needed MESA center that will assist our students seeking degrees in Math, Science or Engineering, balance out recent changes in resource allocation favoring basic skills over our more advanced student needs for support, and build up the pipeline of Engineering students to stabilize enrollment in the engineering capstone classes (Statics and Circuits).

Social Sciences Division

Department/Group Name	Semester	Date
Social Science Division	Spring 2012	January 25, 2012

Department/group members present

Steve Albert, Kendra Cabrera, Caroline Carney, Lauren Handley, Mary Johnson, Elias Kary,   Tom Logan, Elizabeth Mullins, and Lindsay Padilla.

Principle SLOs, supporting objectives, and/or challenges discussed

Social Science Division: "Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions."

Summary of department/group discussion about student learning

How do we bridge the gap between SLO attainment and grading? Can one increase and the other not? How do we teach to the SLO and affect grades? The process began with a presentation by E. Kary about his attempts to increase student success re. SLOes. A robust discussion followed with different faculty making suggestions how we can make the classroom more conducive to student learning.

Proposed by a presentation depicting an assignment, lab report, and presentation. The assignment affected the course SLO (from 68% to 97%), but did not change the grade distribution.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Use Blogs, Wiki, and such to move away from term papers and adopt the use of practical life documents. Let students have a "hands-on" experience, either in a lab setting (ANTHRO) or by reading/analyzing "prime documents."