

Academic Affairs Reflections on Student Learning – Summary 2010-2011

Creative Arts – Art, Music & Theatre

Department or Group Name	Semester	Date
Creative Arts	Flex days, Spring2010	January 26, 2011. This form prepared April 29, 2011.
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Creative Arts Division. All Members present	<p>The Division discussed the utility of placing the appropriate General Education Outcomes on each course outline and syllabus. All members agreed. The Division also agreed that in most Creative Arts Division courses, the resulting art object or performance was, a priority, evidence of student learning, and that the inherent, embodied artistic values of the art object constituted the materials of evaluation. Discussion followed about the means of documenting performance based, experiential and visual art objects. It was agreed that any means of recording or documentation was inherently inferior to the real time presentation of the object itself, and therefore real-time concurrent evaluation by the instructor was the only sound means of evaluation.</p> <p>In addition, all members agreed on the following specific objectives:</p> <ol style="list-style-type: none"> 1. Rebuilding/refurbishment of all Creative Arts Division spaces. It was agreed that student learning was being gradually degraded by deterioration of division spaces. 2. Restoration of adequate discretionary budgets. The division feels that the last time budgets were sufficient for facilitating student learning was approximately 1990-1991. Budgets would need to be restored at current dollar levels. <p>Goals specific to individual departments:</p> <p><i>Music</i></p> <ol style="list-style-type: none"> 1. Modernize the music tech lab to enable computer-based theory and keyboard instruction. 2. Replace the third instructor' position with a music tech/keyboard specialist 3. Revise curricula to reflect technological modernization. <p><i>Theatre Arts</i></p> <ol style="list-style-type: none"> 1. Establish a performance presence/venue of some kind at the Marina campus. 2. Restore the main stage performance schedule to 5 productions per year 3. Hire one additional classified theatre tech position. <p><i>Art</i></p> <ol style="list-style-type: none"> 1. Address all health and safety issues as part of the bond implementation process 2. Convert all art classrooms to "smart" classrooms to allow for digital image delivery 3. Hire vacant faculty positions in Art History and Graphics/Fine Art. All agreed that student learning 	

	<p>was significantly degraded by the lack of these faculty members.</p> <ol style="list-style-type: none"> 4. Develop a department, and by extension, division marketing plan. 5. Establish some means to provide student scholarships for art material costs.
<p>Summary of Department or Group Discussion about Student Learning</p>	
<p>The group unanimously agrees that improvement in student learning was not dependent on any pedagogical issues native to instructor's methodology or curricula, but was completely a function of the budgetary and infrastructure issues as enumerated above.</p>	
<p>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.</p>	
<p>Funds to address the issues discussed above have been and will continue to be requested in annual department action plans.</p>	

Humanities – English (Fall 2010)

Department or Group Name	Semester	Date
English	Fall 2010	Jan. 26, 2011 (flex day meeting)
Department or Group Members Present	Principal SLOs or Supporting Objectives Discussed	
Brandi Kary, Beth Penney, David Joplin, Jamie Gerard, Alex Hulanicki, Henry Marchand, Jonathan Osburg, Merry Dennehy, Nancy Harray, Susan Joplin	1. Read complex college-level texts and listen to college-level lectures without guidance, and summarize the information presented. 2. Use proper research methods, keep proper research records, and incorporate researched material appropriately into their own ideas and writing.	
Summary of Department or Group Discussion about Student Learning		
<p>The focus of any group discussion about English students continues to be the level of underpreparedness and its relation to student success. We understand that the Matriculation Office has discontinued the requirement that students take the placement test in order to register, and feel that this decision flies in the face of MPC's campaign to encourage student success.</p> <p>In the area of proper research methods, a serious problem continues to be that students who have grown up in the always-available, cut-and-paste world of the Internet just do not understand what "proper research" means, and they have no idea of how to incorporate research material into their work. Instructors are spending more time and resources checking student work for blatant plagiarism than ever before. Purchasing a campus-wide commercial plagiarism-checking software program seems inevitable if instructors are to keep up with this trend.</p>		
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.		
<p>The English Department will continue to work closely with Counseling and other services on campus to increase student success. It will call for a reinstatement of the required English Placement Test before registration. It will also call for ENGL 112 to become a prerequisite for ENGL 1A instead of just an advisory, as academic reading is another puzzle piece in the student success picture.</p> <p>The English Department will explore the possibility of purchasing a campus-wide plagiarism-checking service when the budget makes it possible.</p>		

Humanities – English (Spring 2010)

Department or Group Name	Semester	Date
English	Spring 2010	August 19, 2010 (flex day meeting)
Department or Group Members Present	Principal SLOs or Supporting Objectives Discussed	
Adria Gerard, Beth Penney, David Joplin, Jamie Gerard, Jonathan Osburg, Merry Dennehy, Nancy Harray, Susan Joplin	<ol style="list-style-type: none"> 1. Read complex college-level texts and listen to college-level lectures without guidance, and summarize the information presented. 2. Use proper research methods, keep proper research records, and incorporate researched material appropriately into their own ideas and writing. 	
Summary of Department or Group Discussion about Student Learning		
<p>The focus of the group discussion was the level of underpreparedness and its relation to student success. Students do not pay fees and thus are not registered but continue to come to class (without an understanding of the connection), they do not buy books, they attend class sporadically, they do not complete assignments, and do not in general have a sense of any responsibility on their part. Our developmental classes do address “college survival skills” to some extent, but we feel there is a need for intervention BEFORE students enroll, as well as more support for faculty DURING the semester from counselors and other campus services.</p> <p>In the area of proper research methods, a serious problem is that students who have grown up in the always-available, cut-and-paste world of the Internet just do not understand what “proper research” means, and they have no idea of how to incorporate research material into their work. Instructors are spending more time and resources checking student work for blatant plagiarism than ever before. Purchasing a plagiarism-checking software program was suggested.</p>		
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.		
<p>The English Department will work closely with Counseling and other services on campus to increase student success.</p> <p>The English Department will explore the possibility of purchasing a plagiarism-checking service when the budget makes it possible.</p>		

Humanities – ESL (Fall 2010)

Department or Group Name	Semester	Date
ESL	Fall 2010	December 2010
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Penny Partch, John Nelson, Molly May, Richard Abend	Level 5: 1. Identify thesis, main ideas, and major/minor supporting details in a reading. 2. Use various reading strategies to understand a reading. 3. Evaluate a reading	
Summary of Department or Group Discussion about Student Learning		
<p>An ongoing challenge for level 5 students and instructors is the proper placement of students based on their reading skills. The ESL placement instrument does not test reading skills, which creates a reading course full of students who were placed in level 5 based on their grammar and writing. We feel that students with low reading comprehension and processing skills are at a distinct disadvantage in advanced level courses and do not persist as a result.</p>		
<p>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.</p>		
<p>The ESL program has researched and selected a new assessment instrument, Accuplacer, which will assess the reading skills of all incoming students. We look forward to having appropriately placed students in the advanced reading course, which will lead to higher passing rates for the course. The Accuplacer assessment instrument will be instituted Fall 2012, if not sooner.</p>		

Humanities – ESL (Spring 2011)

Department or Group Name	Semester	Date
ESL	Spring 2011	April 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Penny Partch, John Nelson, Molly May, Richard Abend	<p>Level 5: Reading and Writing</p> <ol style="list-style-type: none"> 1. Summarize readings and compare/contrast their own ideas with those of text 2. Evaluate a reading 3. Compose effective essays, with clear thesis statements, adequately developed and supported paragraphs, and coherent transitions. 4. Do college-level research; effectively summarize and paraphrase relevant information; document sources in the MLA format. 	
Summary of Department or Group Discussion about Student Learning		
<p>The focus of the discussion is the consistent student skills gap between levels 4 and 5, and their struggle to keep up with the rigors of the level 5 courses. Because students learn language at different rates and enter programs with different skill sets, many who enter the ESL program at level 3, may not acquire all of the necessary skills in one semester. The challenge is especially true for those who have passed level 4 with the required C average. We find that they do not persist in level 5 or have to repeat the level.</p>		
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.		
<p>We have redesigned the ESL program and added a level between 4 and 5 to address this critical issue of under preparedness. We feel that the extra semester will give students a chance to strength their language skills in such a way that they will be successful in level 5 courses. The new course design will be implemented as soon as the courses make their way through CAC, with a target date of Fall 2012.</p>		

Humanities – ESSC (Spring 2011)

Department or Group Name	Semester	Date
ESSC	Spring 2011	April 28, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Adria Gerard, Janet Tezak, Sunny LeMoine, Marguerite Moore, Carolyn Lake, Debbie Sharp, Dr. Kenneth Howe, and Ruth Osorio	Upon completion of the course, students in English 401 should be able to: <ul style="list-style-type: none"> • Recognize basic grammar errors in their own writing • Correct errors using the basics of grammar 	
Summary of Department or Group Discussion about Student Learning		
<p>The ESSC engages in the following evaluation measures to track student progress in the development of basic grammar skills:</p> <ul style="list-style-type: none"> • Students complete three short writing assignments and review these assignments with ESSC staff and faculty for errors within the context of students' own writing. • In conjunction with grammar exercises, students complete workbook activities that must be checked by staff or faculty in the ESSC. At that time, staff or faculty can clarify concepts, work through exercises, or provide supplemental materials based on student need. • In addition, staff and faculty check in with students at various times throughout the semester (including but not limited to times when staff must sign off on writing assignments and workbook activities), and can determine the need for further instruction or assistance at those times. • Students also take pre- and post-tests, as a part of the <i>My Writing Lab</i> program, in the following areas: basic grammar, punctuation and mechanics, sentence structure, and usage and style. Students must achieve 70% on grammar post-tests to get credit for the course. • For each grammar lesson assigned, students are required to meet a minimum level of achievement, 70% or 80% depending on the assignment, to get credit for the course. <p>The consensus of the group is that the ESSC currently does an adequate job, as noted above, of assessing/evaluating student progress in the lab, but there are areas where revisions could occur:</p> <ul style="list-style-type: none"> • While the <i>My Writing Lab</i> program provides many opportunities for assessment, and while staff provides solid additional support and evaluation, there could be more opportunities for collaboration between classroom instruction and the ESSC, especially as it pertains to "recogniz[ing] basic grammar errors in their own writing." Best practices suggest that grammar instruction is most effectively administered in conjunction with authentic writing assignments, and ideally those assignments would come from class to reinforce the connection between coursework and lab work. Therefore, it would be a good idea to explore ways we (as a division) can introduce classroom writing into lab activities and incorporate ESSC grammar topics into classroom instruction more often than I suspect we do. • Some staff members feel that the results of the exercises in <i>My Writing Lab</i> are not always reflective of students' actual mastery of the material, 		

that some students may achieve the required percentage, but may not be able to carry those skills over to a novel assignment or to their own writing. Two staff members suggested more opportunities for open-ended or generative questions on the quizzes and exercises, which may give staff a more accurate indication of student proficiency.

- Also, some staff members feel that while “check-ins” with staff are built into the lab process, not all students fully avail themselves of the help provided by ESSC staff and faculty. These staff members would like to create more opportunities for interaction as an additional measure to ensure that students are indeed mastering grammar material.

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 listed in the ESSC’s 2011 Program Review Annual Update:

1. “Work with English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421.”
2. “Explore ways to incorporate more open-ended or generative questions into the ENGL 401 sequence of lab activities and quizzes, to the extent possible within the confines of *My Writing Lab* and the current lab procedures in place.”
3. “Explore ways to incorporate more interaction between ENGL 401 students and staff as students work through the sequence of lab activities and quizzes.

Humanities – Humanities Department (Fall 2010)

Department or Group Name	Semester	Date
HUMA Department	Fall 2010	December 2010
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
E. Fitzpatrick, S. Scott, J. Van Dam	<ol style="list-style-type: none"> 1. Analyze and evaluate diverse attitudes toward art, science and technology, philosophy, religion, mythology, and ethics. 2. Analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art. 	
Summary of Department or Group Discussion about Student Learning		
We discussed the breadth of information reflected in HUMA 10. There is so much to cover and so little time, that we (and sometimes the students) are frustrated.		
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.		
Create a HUMA 10A and HUMA 10B, which would allow students to gain a greater understanding of the humanities (philosophy, mythology, religion, fine arts, theatre, etc.).		

Humanities – Humanities Department (Spring 2011)

Department or Group Name	Semester	Date
HUMA Department	Spring 2011	4-29-11
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
E. Fitzpatrick, S. Scott, J. Van Dam	<ol style="list-style-type: none"> 1. Analyze and evaluate diverse attitudes toward art, science and technology, philosophy, religion, mythology, and ethics. 2. Analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art 	
Summary of Department or Group Discussion about Student Learning		
We remain flexible in order to maximize student enthusiasm and learning, and we, as teachers, benefit from sharing plans, exercises, and activities.		
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.		
<ol style="list-style-type: none"> 1. Avoid \$135 textbook, if possible. 2. Teachers meet as a group more often to share ideas and methods of achieving student mastery. 3. Share resources (film recordings, etc.) 		

Humanities – Philosophy

Department or Group Name	Semester	Date
Philosophy	Spring 2011	April 26, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Todd Weber Diane Boynton	Demonstrate knowledge of logical concepts. Use tools of formal logic.	
Summary of Department or Group Discussion about Student Learning		
Phil 6 (Intro to Logic) should include more Aristotelian logic and an introduction to predicate logic, as well as scaling back on propositional logic. This will make the course material more inclusive and intuitive. It will strengthen coverage of classical logic, which is presupposed in the Great Books curriculum.		
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.		
Phil 6 Revision: Revise Phil 6 (Intro to Logic) course to include more Aristotelian logic and an introduction to predicate logic, as well as scaling back on propositional logic.		

Humanities – Reading Center

Department or Group Name	Semester	Date
Reading Center	Spring 2011	April 28, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Adria Gerard, Paula Norton, Kimberlyn Forte	Upon completion of English 402, students should be able to : <ul style="list-style-type: none"> • Perform work with reading and vocabulary that supports their work in English 302 	
Summary of Department or Group Discussion about Student Learning		
<p>The Reading Center engages in the following evaluation measures to track student progress in reading and vocabulary development:</p> <ul style="list-style-type: none"> • Students in the Reading Strategies Lab are formally assessed at the beginning and end of each term using a battery of assessment instruments, including those designed to evaluate spelling, decoding ability, comprehension, and phonemic awareness. • Students in the Reading Café are assessed at the beginning of the semester, using the instruments mentioned above, and are evaluated throughout the semester on a point system. Various tasks related to reading comprehension, reading strategies, and vocabulary are reviewed by the instructor; points are distributed and feedback is provided to students as needed. • Students in both labs are also informally evaluated throughout the semester as instructors and tutors work with students on their class assignments and tutoring activities. During these interactions, instructors and tutors monitor how well students understand various reading- and vocabulary-related concepts and make adjustments to lesson plans accordingly. In the Reading Strategies Lab, tutors submit lesson plans (called Log Sheets) to Paula Norton, which she uses to track attendance and to provide feedback to tutors. Newer tutors are also “paced” by Paula and more experienced tutors to ensure the quality of instruction is maintained and to provide feedback about the direction future sessions should take in response to student need. <p>The consensus of the group is that the Reading Center currently does a respectable job, as noted above, of assessing/evaluating student progress in the lab, but there are areas where revisions could occur:</p> <ul style="list-style-type: none"> • With the addition of Kurzweil and Visualizing and Verbalizing as alternative instructional delivery methods in the Reading Strategies Lab, we will need to come up with assessment measures to ensure we are targeting the right student population and to measure results in this population. • The Reading Center could increase its collaborative efforts with MPC’s Institutional Research office to study the impact of lab work on student retention and persistence in ENGL 302/402. • The Reading Center could also engage in more collaboration with MPC’s English Department to ensure that topics covered in lab continue to meet instructor needs and expectations. • The Reading Center could develop a repository of handouts or supplemental materials that focus on concepts learned in class and that use a common language in discussing those concepts. This would help instructors and tutors as they work with students to reinforce classroom instruction. 		
<p>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.</p>		

As listed in the Reading Center's 2011 Program Review Annual Update:

1. "Investigate and possibly purchase reading comprehension assessment materials to evaluate new Kurzweil and V&V delivery models in RS Lab."
2. "Work with MPC's Institutional Research Office to gather pertinent and relevant data to show the Reading Center's impact on student retention and persistence"
3. "Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422"
4. "Develop a repository of handouts on various reading topics for reading instructors to use as they work with students in the Reading Center"

Humanities – Speech Department

Department or Group Name	Semester	Date
Humanities Division specifically. Members of the greater campus community were also present.	Fall 2010	January 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Jamie Gerard, Fred Hochstaedter, Diane Boynton, Molly May	Discussed essay writing evaluation methods.	
Summary of Department or Group Discussion about Student Learning		
Group members discussed evaluation methods of essay writing. Jamie Gerard described his approach to grading ENGL 111 essays; he also provided a grading matrix.		
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.		
Review and revise as necessary grading criteria for essays assigned in SPCH 3.		

Library

Department or Group Name	Semester	Date
Library	Fall 2010	January 28, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Stephanie Tetter, Deborah Ruiz, Bill Easton, and Catherine Webb	<p>Students will be able to use computer technology competently to search databases and the web.</p> <p>Students will be able to locate and use family history resources.</p>	
Summary of Department or Group Discussion about Student Learning		
<p>Due to the expanded number of sections of LIBR 50 (Introduction to Information Competency & Literacy), the fact that all our courses are taught online, and the number of adjunct faculty teaching the classes, agreement was reached that it is essential for adjuncts to meet at least once at the beginning of the semester to review resources available, changes to the curriculum, procedures and processes for recordkeeping, and issues related to authentication/plagiarism/cheating.</p> <p>Due to budget cuts, many changes are being made to the online resources, including the loss of one of the primary resources used in the Family History Studies program (Ancestry). While the library has managed to renew the other database (Heritage Quest), the two resources are distinctly different and students need to be made aware of alternatives available in the community.</p> <p>Each semester, the faculty librarians meet to review issues related to general library service, including reference service, technology issues, problem patrons, and library-specific items such as the collection analysis project, the upcoming authority control project, and changes to the integrated automated library system. These are shared with staff at a general staff meeting just before classes begin.</p>		
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.		
<p>It is essential that the library have budgeted funds for materials (including subscriptions, databases, and media in addition to the traditional "library books." The lack of up-to-date material in subject areas has a significant negative effect for both students and faculty. The collection analysis that is underway will help us focus our acquisitions in the most-needed areas, but the fact remains that with a budget of zero, we are unable to provide support for students to attain the learning objectives.</p> <p>Obsolete technology is another hindrance to students becoming information literate. Older equipment requires significantly more staff time and attention. This, combined with the mandate by the college to implement new technology and put responsibility for this technology onto division staff that are not provided with training, will make the upcoming year more challenging than we had planned.</p> <p>Support staffing has stabilized with the permanentization of the part-time positions at the Circulation desk and in support of technology in the open labs, study rooms, classrooms and meeting rooms. In terms of technology support, we are barely able to keep up with the demands that have escalated significantly with the use of the ClassSite / MySite / student network accounts. The frustration level remains high for students as they struggle with these,</p>		

and they require constant assistance. As the full-time staff work toward implementation of new technology and face a steep learning curve (especially as the college has elected to go with brand-new thin client technology from Microsoft), it will be a challenge to support the demands for assistance.

Faculty librarian staffing has been modified as we have been in the first year of a trial period as a division. We are still working out the changes, but we are not able to provide staffing for Marina except on an occasional basis, when requested to provide instruction sessions at that location. Without a budget for mileage, and facing possible cuts to staffing, it is unclear how library service will be provided in order to ensure students at all MPC locations have equal access to resources and support.

The library staff will continue to evaluate services and we anticipate having to make cuts as necessary to cope with reduced funding.

Life Science – 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 Science – Dental Assisting (Fall 2010)

Department or Group Name	Semester	Date
Dental Assisting	Fall 2010	10/13/10
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Linda Lopez Margarette Foster Karoline Grasmuck	numbering system *components of plaque	
Summary of Department or Group Discussion about Student Learning		
Add another day of lecture and review with chapter 11, Overview of the Dentition and chapters 13, 14 and 15		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)		
<ol style="list-style-type: none"> 1. Add more supportive materials <ol style="list-style-type: none"> a. Work sheets b. Chapter 11, 13, 14, and 15 workbook homework c. Pretest for each chapter d. Critical thinking and background assessment worksheets 		

Life Science – Dental Assisting (Spring 2011)

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 Science – Hospitality

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 Science – 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		
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.		

Nursing

Department or Group Name	Semester	Date
Nursing	Spring 2011	January 26, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Laura Loop, Tina Rondez, Nancy Bingaman, Patti Nervino, Samar Hage, Eileen LaMothe, Deb Schulte, Julie Bryan	<p>Revised Program SLOs as follows, including QSEN competencies: <i>Graduates of the MCCSN will be able to:</i></p> <ol style="list-style-type: none"> 1. Verbalize the process, apply for licensure and pass the NCLEX-RN 2. Safely integrate the care of groups of acutely and chronically ill patients with diverse cultural, ethnic and social backgrounds across the lifespan at the entry level of nursing practice. 3. Commit to the nursing profession through adherence to ethical and legal standards and lifelong learning using a patient-centered approach. <p>(Establish work session during Spring 2011 to update SLOs and assessment methods for individual nursing courses).</p>	
Summary of Department or Group Discussion about Student Learning		
<p><i>The following assessment methods are used to measure student attainment of learning outcomes:</i></p> <ol style="list-style-type: none"> 1. Track NCLEX pass rates annually and report at Program Evaluation meeting held every June. Goal is achieve 85% or greater pass rate every year. 2. Utilize the existing clinical evaluation tool to determine student demonstration of clinical objectives by the end of Nur 52D. 3. Analyze results of the comprehensive standardized assessment test administered during Nur 52D. 4. Direct observation of professional student behavior in both the classroom and clinical settings, according to standards documented on the clinical evaluation tool and in the student handbook. <p><i>Other discussion:</i></p> <ul style="list-style-type: none"> • Class of 2011 attrition rate is 28% as of Jan. 2011, compared to rates of 10% or less in previous years. The following were identified as possible reasons: <ul style="list-style-type: none"> ○ Faculty layoffs, resulting in larger clinical groups in Fall 2009 and Spring 2010, in turn resulting in less time on the nursing units with the core med-surg instructor (i.e. more out-rotations) ○ Economic pressures over the past 2 years forcing students to work more ○ Work-study opportunities still unavailable in our area; Even though Nur 70 clinical experiences were designed to bridge the gap, not all students take this optional summer course, and probably not the ones who need it most. ○ Increased faculty workload in Fall 2009, resulting in reduced availability of faculty-led study group participation. ○ Overall academic preparation of students entering the program; Current TEAS score criterion is 67% (soon to be changed to a more rigorous test and new score), and Success Index Score criterion is 80%. 		

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) Enrollment Number: Current complement of faculty is consistent with accepting 32 students (rather than 50) in the Fall. This number was implemented in Fall 2010. **(No budget impact)**
- 2) Statistical Analysis: Data from the last 3 years will be analyzed with assistance from the Office of Institutional Research to compare descriptors of students who were not successful in meeting the outcomes (e.g. TEAS score; Success Index Score; participation in study group; completion of Nur 70, number of clinical days with instructor present, etc.). This data to be reported at the annual program review. **(No budget impact)**
- 3) Simulation Enhancement: Consider adding contracted simulation experiences for students who are not meeting clinical outcomes. This may take the form of revised/additional course(s), or be part of current nursing course, but either way would require **budgeted faculty time**. (A grant has already been donated for new hardware and software to upgrade the simulation facility).

Physical Science – Chemistry

Department or Group Name	Semester	Date
Chemistry	Fall 2010	12/10/10
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Chemistry	Dimensional analysis	
Summary of Department or Group Discussion about Student Learning		
<p>It is imperative for chemistry students to master dimensional analysis since it is used in so many different types of chemistry problems, including mole calculations, stoichiometry, titration, and solution chemistry problems. Students need to comprehend the importance of mastering this problem-solving technique and make use of the already-available resources that are in place for them, including tutors, office hours, and problem-solving sessions.</p>		
<p>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.</p>		
<p>This SLO for the dimensional analysis is a non-budget dependent item.</p>		

Physical Science – Earth Sciences (Fall 2010)

Department or Group Name	Semester	Date
Earth Sciences	Fall 2010	Meeting Date: Feb 1, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Fred Hochstaedter Leslie Turrini-Smith Jeffery Nolan Matt Brown This is everybody in the Earth Sciences Dept	All of them. Geology: 1. Explain Earth features in terms of surficial processes, tectonics, and human influence. 2. Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes 3. (Natural Sciences GEO) Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them. Oceanography: 1. Recognize major seafloor features based on their shape and interpret their origin using plate tectonic theory 2. Analyze how the Earth's oceans are part of the Earth's systems from geological, chemical, biological, and physical perspectives. 3. (Natural Sciences GEO) Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.	
Summary of Department or Group Discussion about Student Learning		
<p>We welcomed new Geology adjunct Jeff Nolan to our group. Much of the discussion focused on getting him up to speed on where to find materials and what to expect from the students. We emphasized the importance of getting the students into the field and having them interpret geology, map interpretation, application of basic math, and writing skills.</p> <p>We discussed the results of our SLO assessment from the Fall 2010 semester. The Earth Sciences department has a series of questions that, for the most part, each instructor includes on the final exam. It is up to the instructor how these questions are graded and whether or not they are included in the students' grades. The results of this assessment are shown in the appendix to this document. In general, the results show that the attainment of the SLOs, as recorded by these questions on the finals, is similar to the grades that the students got in the class. In other words, the distribution of individual SLO attainment is similar to the distribution of grades that the students received in the course.</p> <p>In general, we're never satisfied with the results of this analysis and we always want to find ways to do better. We talked a lot about the field trips and what to have the students do on the field trips to most effectively put them into position to attain the SLO expectations.</p> <p>For the two Oceanography instructors, the results of the "interconnectedness" SLO was markedly different. This is one instance where the questions on the final were indeed different. It is very possible that the two questions varied in difficulty, which would explain the discrepancy.</p> <p>We talked a lot about teaching students about outcrops and landscapes in the Geology course, and how GigaPan technology would aid in this task.</p> <p>We discussed the teaching of Geology in Marina and the implications for obtaining instructional supplies to continually teach these courses in Marina. We will need more maps, rock and mineral specimens, models, as well as smaller cost items such as rulers, compasses, and protractors.</p>		

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

1. Maintain the Earth Sciences field trip budget so that we can transport students into the field to observe, describe, and interpret features in the natural environment. Field trips are critical to the achievement of the Natural Sciences GEO (General Education Outcome), both of the other Geology SLOs, and Oceanography SLO about the interconnectiveness of Earth processes. Students *must* see natural features with their own eyes to put themselves into position to meet these expectations.
2. Obtain appropriate equipment and instructional supplies to institutionalize the permanent teaching of Geology +/- Oceanography in Marina. For Geology, this will include maps, rock and mineral samples, rulers, protractors, and instructional models. We will also need to obtain storage equipment for a classroom in Marina. I hope it is obvious that this action plan supports all of the Earth Sciences SLOs for Marina students.
3. Improving the use of Google Earth or other such virtual globes. The second best thing to bringing students into the field is bringing the globe to the students via the internet and virtual globe or virtual field trip experiences. Hochstaedter has been putting a lot of effort into learning programming techniques to bring Earth Science information onto a single computer platform: Google Earth. He has attended conferences and developed lab exercises using Google Earth. These efforts support the Earth Science SLOs because they enable students to “see” various geologic, oceanographic, and tectonic environments, they enable students to “test” various hypotheses with data available to view on Google Earth, and they enable students to investigate how topography/bathymetry relates to the underlying geology. These skills are the essence of the Earth Sciences program at MPC.
4. Obtain GigaPan equipment. This is essentially a robot that sits atop a tripod and controls a camera to take a series of 10 to 100 images that are then digitally stitched together to make a high-resolution panorama. Accompanying software then allows the viewer to “zoom into” the photograph to see more detail. We plan to take GigaPans of the geologic outcrops and landscapes we typically visit on our field trips so that we can more efficiently “revisit” these outcrops back in the classroom. This action plan most directly supports the Geology SLO about interpreting outcrops and landscapes to interpret geologic history and process. It also supports the rest of the SLOs by providing a means to easily look at both the setting or context and the details of an outcrop or landscape at the same time. This is a very exciting technology that we are eager to incorporate into our Earth Sciences curriculum.
5. Obtain instructional supplies for the drifter program. The drifters float in ocean water for time periods ranging from days to months and transmit their location via satellites so that students can track their progress real time. Since its incorporation in the Fall 2009 semester, the drifters have become an integral part of the Oceanography curriculum. The students like to follow the progress of the drifter, which then provides a “hook” into learning about ocean currents, winds, sea surface temperatures, atmospheric pressure, ocean color, and ocean height. Watching the drifters float in the water and seeing how all of these different processes influence one another is key support of the ‘Interconnectedness’ Oceanography SLO. Each of these drifters costs on the order of ~\$700. They are currently funded by the MATE program as part of collaboration between the MATE program and MPC Earth Sciences, but we must anticipate the day when we will need to fund this program ourselves.

Physical Science – Earth Science (Spring 2010)

Department or Group Name	Semester	Date
Earth Science	Spring 2010	August 20, 2010
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Leslie Turrini-Smith Matt Brown Kara Kuvakas Fred Hochstaedter	We discussed all of them.	
Summary of Department or Group Discussion about Student Learning		
<p>We continued our discussions on both how to evaluate course SLOs and the programmatic implications for the quality of our program.</p> <p>We were impressed with Matt's final question asking students to elaborate on some aspect of the interrelatedness of ocean sciences.</p> <p>We all included a set of the same question in our finals, and we discussed the results. Each of us looked at the results in a slightly different manner. Kara took a qualitative approach, whereas the rest of us took a more quantitative approach. As is usually the case, student responses to these questions were extremely variable. Kara did a great job of describing typical student responses and the problems associated with them.</p> <p>Matt's final question about the interconnectedness of ocean processes was also hailed as an excellent example of addressing SLO expectations in the form of test questions. Matt showed that plots of the results of this test question against total class scores produced good correlations.</p> <p>Leslie provided a slew of statistical information on her final questions addressing the SLOs. Skewness and Kurtosis are a couple of the terms included in her analysis. And that's about all I can say about that.</p> <p>Discussion centered on the appropriateness of interpreting geology from a photograph.</p> <p>Final projects: we talked about general dissatisfaction with student performance on this assignment, across the disciplines from geology to oceanography. It also takes a lot of time for all of these students to present their projects: is this the best use of our time?</p> <p>We continued ongoing conversations about the reading and writing ability of our Earth Science students. In particular, we wondered if there is a significant proportion of our students who would have difficulty reading Matt's interconnectedness question, or the written assignment for our term projects. Leslie has found that the writing skills of her students are very often below what we think of as "college level", which makes us wonder if the reading skills of these students are also often below "college level".</p> <p>For further information, please see the minutes from the August 20, 2010 Earth Science Dept meeting posted on the Earth Science Faculty website. All quantitative information and additional qualitative information is summarized in these minutes: http://mympc.mpc.edu/academics/divisions/Physical%20Sciences/ESFaculty/default.aspx</p>		

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

1. To address the difficulties in interpreting geology from a photograph, we will include a drawing of a geologic scene on the final so that students can interpret the geologic history from a drawing rather than a photograph.
2. We will ask one of our reading specialists about the reading level of some of our final questions and the final project assignment. In answer to this question, Susan Joplin, one of our reading instructors, replied that the question was just fine for a transfer class with an advisory for eligibility for English 1A. We still await results from the ESSC for an analysis of our term project assignment.
3. We will continue to place more overt emphasis on the scientific method in oceanography labs.
4. Individual instructors will consider alternatives to each student presenting posters in front of the room.
5. Effort continues in Oceanography to add more Google Earth to the labs.
6. Effort continues in Oceanography to heighten student interest in ocean currents and SSTs earlier in the semester. The thing we're trying this semester is working with Cape Fear Community College in North Carolina. We're each going on field trips with cameras and we'll share pictures so that students can see the contrast in coastal characteristics between the two coasts. The bid "ta-da" will be when the drifters are released and the Cape Fear one goes into the Gulf Stream and gets taken for a very fast ride, while the MPC drifter will drift along more slowly, illustrating the differences in coastal dynamics between the two coasts. We'll see how it goes.

Physical Science – Engineering

Department or Group Name	Semester	Date
ENGR	Spring 11	4/26/11
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Rebold, Sickler, Masek	Students will apply the engineering problem solving method to devise a solution to an engineering problem.	
Summary of Department or Group Discussion about Student Learning		
<p>PROGRAM SUCCESSES:</p> <p>Due to major shifts in economy and preparations by division personnel, what was once a marginal program with many of the capstone sections subject to cancellation due to enrollment problems is now a ROBUST and SUSTAINABLE program with enrollments across the board at their highest levels in more than 10 years.</p> <p>Outreach to Carmel High and "inreach" from Desert Star in Marina has gained access for our students to use of modern fab tools such as CNC mill and laser cutter. This has greatly elevated the experience and motivation of both ENGR1 Intro and ENGR50 Robotics classes where students now can apply CAD tools and see a finished product as a result (in aluminum, wood, or plastic). It has also increased our exposure at Carmel High as students observe the engineering projects we are developing at MPC.</p> <p>Outreach to NPS Mechanical Engineering department has provided tours, as well as providing actual PAID Engineeirng internships for three students: Chris Clay John Jenson Raul Sierra</p> <p>Inreach from Desert Star Systems in Marina (4 employees signed up for our robotics class) has resulted in PAID internships for four students: Timothy Sashegyi Mike Smith Robert Burton DeAnna Pinkerd</p> <p>Connections with NPS have also opened the possibility of our students being able to enroll in NPS materials class. To be investigated.</p> <p>NASA's National Community College Aerospace Scholars program awarded to: John Jenson and Chris Clay</p> <p>Outreach to Hartnell's new Engineering Faculty has opened the possibility of collaboration between schools and our students taking a Materials class if scheduling permits. Hartnell has a very successful MESA program that we should be considering implementing as a means of supporting student learning outcomes.</p>		

LEARNING OUTCOMES DISCUSSION

In our two capstone classes ENGR 8 and ENGR12 I get students who have gone through 2 or more years at MPC taking prerequisite math and science classes. In general students show great resistance to the typical engineering problem solving approach. They seem to be very reluctant to get started solving a problem unless they know the answer in advance. My sense is this is partly due to the way math classes are taught, without weekly homework collection requiring practice and development of skills. I believe this has given students good (but often incorrect) "reverse engineering" shortcut skills (oh I just multiply this by that to get the answer) that are unfortunately subtly undermining their "forward engineering" abilities (I have no idea what to do because I don't even know what the answer looks like).

Last year after struggling for two semesters with a highly under-motivated crowd, I instituted two major changes in the engineering curriculum:

- 1) homework worth about 20% of grade and cannot be turned in late
- 2) homework re-structured to provide gradual exposure to increasingly difficult problems, starting with drills (to which answers are provided) moving to "assisted problem solving" where solution steps are provided, culminating each week in "unassisted problem solving" where no assistance is given.

By modeling the goal of being able to solve a novel problem using the tools an engineer has at their disposal, I found that even the students who have difficulty at the highest step still appreciate the behavior being modeled and work hard to attain it.

It has been a tremendous effort to redo all assignments from the typical "solve these textbook problems" which allow students an out who download the solutions manual and copy the answers, to a painstakingly etched developmental approach starting with drills and where answers are provided and moving up to stand alone problems with no answers. (Although students can still copy the answers from their peers but at least they have to grind through the activities on a weekly basis.)

In our ENGR2 Graphics class taught by adjuncts for the last 2 years, students need more support during the week. I've been needing to provide more places for the software tools on campus. And hours when they can meet me for tutorial support.

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For next year:

Further refinement of student assignment experience – focus down the homework problems to core skills, provide clearer solutions, alternative problems, drills, assisted, and unassisted problems for each assignment

Purchase SolidWorks 2011 or 2012 needed to allow the GA103 CAD lab to transition to 64 bit Windows (our current 2007 version only runs on 32 bit machines).

Advocate the installment of a MESA program office. With increasing enrollment in the sciences we may be in a position to achieve a MESA office to provide crucial support of student learning outcomes across the Math, Engineering and Science disciplines. If we are serious about learning outcomes this is a program that works.

Physical Science – Math Department

Department or Group Name	Semester	Date
Math Department	Fall 2010, discussed during Spring Flex 2011	1/26/2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Ed Migliore, Bob Donovan, Hazel Ross, Don Philley, Gail Bartow, Lisa Chovick, Tracie Catania, Lynn Iwamoto, Tuyen Nguyen, Elizabeth Bishop, Jeff Mast, Bob Evans, Geri Philley	The discussion mostly focused on SLOs for Beginning Algebra, Math 261, but also on developmental classes in general.	
Summary of Department or Group Discussion about Student Learning		
<p>Our Math 261 classes have a large proportion of students not long out of High School. It was generally agreed that most of these students lack focus; lack even a simple understanding of logical thinking; don't have a good grasp of basic arithmetic (especially fractions); lack discipline; lack understanding of how much work a college math class requires; and their expectations of what is involved in being a college student are completely unrealistic. It was noted that all levels of math are experiencing similar problems with the unpreparedness of their students, and that the problem has been getting worse over the years. How can this problem be addressed?</p> <p>Although some thought that it was <u>not</u> the instructor's role to teach students who are unprepared, and others thought that ultimately it is the student's responsibility to perform the work of the class, the discussion centered on possible ways to help such students become better math students.</p> <p>The first thing is to be sure that students are placed in the correct math class appropriate to their skill level. Even with the Math Assessment Test in place, students are still showing up in the wrong class. Consider not accepting Math Assessment Test results from other Colleges. Ask for better documentation when a counselor reviews a transcript and enters into a student's record that a pre-requisite has been satisfied. And, if a student gets a D, F, or a W, they often repeat that same class multiple times without realizing they should drop down to the previous class to get a better grounding in that material. Consider requiring counseling by a math instructor before being allowed to repeat a class. Consider putting a limit on the number of Ws in a course that a student can have.</p> <p>Change the structure and content of the development classes and focus more time on the core material. But that creates pre-requisite problems.</p> <p>Schedule development classes as daily or 4 days/week and avoid blocked classes meeting just 2 days a week as much as possible. Students absorb the material better with smaller chunks of math and math homework at a time and with getting faster feedback on the material in class.</p> <p>Interweave 261 and 263 content so there is less repetition.</p> <p>Utilize on-line software for homework assignments to encourage better understanding and completion of homework because the students get immediate feedback and help if they get stuck. Each student gets different problem, so there is no cheating, but reviewing homework problems in class is not so helpful. Also because each student gets different problems, they can't really work together in groups on the homework. Instructors may not feel so "connected" with their students.</p>		

A lot of problems stem from a poor grasp of written English. Many students just “tune-out” when it comes to Word Problems. Change the English Advisory to a Pre-Requisite.

Connect students getting F or D grades in developmental math classes with instructors of personal development classes to encourage signing up in both for the following semester.

Continue to encourage struggling math students to take the on-line interactive review classes before starting the next math class in the sequence.

Create courses for Math 261 and 263 that are completed in two semesters. However we cannot offer new classes like this without giving up a like number of currently filled sections, because we have already exceeded our absolute staffing limitations.

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Consider buying software for on-line homework assignments. Experiment with a test class at the developmental level. Note that this would require more computers for the MLC if doing homework on-line was a requirement in some or all math classes.

The most important action that can be taken to help all our math students, developmental or otherwise, would be to 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

To provide the math assistance and support that our students need, it is also vital that we increase MLC staffing.

Social Science – Anthropology

Department or Group Name	Semester	Date
Anthropology	Spring 2011	4.29.2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Elias Kary (I am currently the only instructor that teaches courses in biological anthropology.)	Upon successful completion of this course the student will be able to identify theme in human evolution.	
Summary of Department or Group Discussion about Student Learning		
My students sufficiently relate the theoretical perspectives to concepts of evolution. However, students who currently engage in project-based learning provide a healthier evaluation of theory and methodology. Our students should be encouraged to participate in lab projects in order to bolster assumptions suggested in assigned readings.		
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.		
Continue to nurture mentorship between students, expand course offerings in biological anthropology, and provide greater access to lab materials.		

Social Science – Child Development

Department or Group Name	Semester	Date
Child Development	Spring 2011	May 2, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Catherine Nyznyk, Linda Taylor, Melanie Allison, Caroline Carney, Shelby Butzlaff; Shannon Watkins	<ol style="list-style-type: none"> 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. 2. Analyze how cultural, economic, political, historical contexts affect children’s development. 	
Summary of Department or Group Discussion about Student Learning		
We talked about the assignments we give and what we think students are learning from them. Also talked about the Preschool Learning Foundations and how to incorporate that information into our courses (to include both the developmental milestones and also cultural influences on children’s development).		
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.		
To attend the Faculty Initiative Project Instructor workshop in April and get the instruction manual. All but one of the instructors were able to attend the meeting.		

Social Sciences – Economics

Department or Group Name	Semester	Date
Economics	Spring 2011	4.25.11
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Steve Albert Don Morgan	Identify and describe the role of supply and demand and equilibrium in a market economy in terms of efficiency advantages as applied to the problem of scarcity.	
Summary of Department or Group Discussion about Student Learning		
We discussed the difficulties we have in allotting time to the core SLO and current events. There is a trade-off that makes the course time in class a real balancing act. We discussed the advantages of keeping our approaches different and unique to us as instructors. This allows students different approaches to the material and might gain from the different perspectives different ways of applying and understanding economics.		
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.		
Plan1: Engage in weekly conversations about our approach to current topics and how we have or have not successfully incorporated them into our classes. Plan 2: Related to each other any useful materials that can be helpful for students to apply economics to daily events.		

Social Science – Education Department

Department or Group Name	Semester	Date
Education	Spring 2011	May 2, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
None. Bill Jones teaches this class and Caroline Carney is the Chair of the Department	None	
Summary of Department or Group Discussion about Student Learning		
None. The class was cancelled.		
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.		
None.		

Social Science – Ethnic Studies

Department or Group Name	Semester	Date
Ethnic Studies	Spring, 2011	April 29, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Kendra Cabrera/David Serena	Understand and Explain constructs of race and ethnicity	
Summary of Department or Group Discussion about Student Learning		
Evaluation Methods for the SLO(s) or Supporting Objective(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.		
Continue to expand course offerings in ETNC		

Social Science – Gentrain and World Civilizations

Department or Group Name	Semester	Date
Gentrain and World Civilization	Spring 2011	May 2, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Alan Haffa	<ol style="list-style-type: none"> 1) Students will be able to compare and contrast cultures and civilizations in terms of their cultural and historical contributions. 2) Students will be able to analyze cultural productions (art, literature, philosophy and religion) in relation to historical events. 	
Summary of Department or Group Discussion about Student Learning		
<p>Our dialogues are one of the best ways to model the SLOs. Faculty engages with each other in an attempt to connect an analysis of culture and relate it to the historical context.</p>		
<p>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.</p>		
<p>Dedicate ourselves to really trying to connect the various components of our class so that students are able to compare and contrast more effectively.</p>		

Social Science – History

Department or Group Name	Semester	Date
History	Spring 2011	April 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Richard Kezirian & Tom Logan	Upon successful completion of this course, students will be able to critically examine and comprehend several universal tendencies of human nature, behavior and institutions in various historical situations.	
Summary of Department or Group Discussion about Student Learning		
<p>The members of the history department frequently discuss the crucial issues that our nation and nations of the world have faced in the past and how insights from those examples might inspire and stir the interest of students today. For example, the presidencies of both Harry S Truman and Dwight D. Eisenhower during the Cold War are particularly relevant given the present-day wars in Iraq and Afghanistan, and the challenges of terrorist organizations. The Truman and Eisenhower presidencies are further relevant because the grave foreign policy issues of that time were successfully matched to the budgetary costs. This is just one example among many.</p> <p>Students are then asked to reflect upon these insights both in class discussion and on essay exams. In the end, it is easy to evaluate student learning by reading the essays and seeing just how clearly students can explain the policy of containment and the domestic taxation approaches of that generation. To be blunt, poor student scores on the exams can more often be traced to student laziness than to anything the instructor might have done differently in teaching method. Through the years, members of the department have discussed how they have changed reading assignments, added more visual stimulation, etc., to reach a generation weaned on electronics. It is not easy to get this generation to read great books and realize that delayed gratification through reading might not only enrich their lives but open up new worlds to them.</p> <p>It has been said that if you teach a child discipline first, it does not matter what you teach them second. In addition to dealing with the challenges of an electronic age that has the great ability to infatuate the young with distractions, the problem of so many broken homes has meant that rigorous discipline is not the most highly regarded quality in our youth.</p>		
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.		
<p>New techniques in teaching were tried this semester to meet the student challenges mentioned above. For example, one class was asked to write an “Amazon” book review and analysis limited to five-hundred words on Ivan Turgenev’s <i>Fathers and Sons</i>. The aim of the assignment was to use something that was familiar to the students of today, in the shortened format of our time, to teach a great book and to give an extra assignment in writing. In addition, the students had to choose any aspect of the book and write a 140-character poem. The idea here was to have them use the “tweet” format for something of significance.</p>		

Social Science – Political Science

Department or Group Name	Semester	Date
Political Science	Spring 2011	4/29/2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Sonia Banks, Nick Tomb, David Serena, Pam Van Zwaluwenburg, Lauren Handley (All via email)	Apply the theoretical foundations of the United States to contemporary politics	
Summary of Department or Group Discussion about Student Learning		
<p>Because the SLO references contemporary politics it can encourage the inclusion of all current news materials in the classroom. This can mislead students, who come to believe that the class should be driven by their political opinions. Instead, contemporary examples should be limited to those that accurately reflect originary principles. However, it is important to retain discussion of modern political events because they are accessible to student and facilitate small group work.</p>		
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.		
<p>This SLO lacks the specificity to guide classroom behavior or evaluate the student experience of the class. It should be augmented to describe both the origins of the “theoretical foundations” and “contemporary politics”; rather, this SLO should require that students be able to relate constitutional principles to policy outcomes.</p>		

Social Science – Psychology

Department or Group Name	Semester	Date
Psychology	Spring 2011	April 29, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Due to scheduling conflicts it is impossible for the members of the department to meet as a group. Each member of the department electronically submitted Instructor Reflections on Student Learning for one section of a course they are teaching this semester to the department chair.	<ol style="list-style-type: none"> 1. Upon successful completion of this course, students will have demonstrated the ability to critically examine and comprehend human nature and behavior, social traditions, and institution 2. Each faculty member selected one SLO specific to a course they were teaching this semester; i.e. Apply the major theoretical perspectives of contemporary psychology to the study of child and adult development. (PSYC 25) 	
Summary of Department or Group Discussion about Student Learning		
The instructors in the department use a variety of methods to evaluate the progress of their students – in-class and take-home objective exams, written logs, research papers, group projects, etc. As would be expected, when evaluated, our students demonstrate varying degrees of understanding of the material presented. At the end of the semester some students will just have begun to develop the ability to think critically, while others will be able to function at a very high level.		
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.		
Most of our students perform best in small group activities rather than large group lectures and discussions. If we had the staff and were able to schedule more sections with smaller numbers of students the department would be able to increase completion rates and maximize student learning.		

Social Science – Sociology

Department or Group Name	Semester	Date
Sociology	Spring 2011	April 29, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Dennis Johnson Curt Erikson	Understanding the sociological concept: “Human beings create culture; culture creates human beings.”	
Summary of Department or Group Discussion about Student Learning		
<p>Understanding the process of socialization and personality development is fundamental to understanding how human beings interact socially with one another at both the “micro” and “macro” levels in the academic field of sociology. It is central to all courses in the field. Racism, sexism, ageism, and classism are nurtured through the socialization process as are the opposite values of fair play, egalitarianism, and acceptance of the differences between the subcultures of society that often times separate us from one another and challenge us as we interact socially with one another in the diverse society in which we live.</p>		
<p>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.</p>		
<p>These objectives are not budget dependent at this point in time. However, UC and CSU undergraduate requirements will necessitate creating and offering numerous courses in the near future in “Racial and Ethnic Relations,” “Crime and Delinquency,” and others that will necessitate the addition of adjunct faculty to teach these courses. Collectively, these courses, will, along with courses currently offered, address the indicated SLO.</p>		