Index of Evidence for Recommendation 3: Accelerate Progress on SLO Implementation

Flex Cal Activities - March 14, 2012 *(required day)*
This day is planned for FACULTY to work on course and program SLO's.
If you have a LAPTOP, please bring it.

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

(3 hours required flex credit for morning activities)

9:00 a.m. – 9:15 a.m.
   Building 1200, Theater
   SLOs: Not A Bad Thing
   Thom Watkins, Faculty Senate President

9:15 a.m. – 10:15 a.m.
   Building 1200, Theater
   Closing the Loop: Using Assessment for Meaningful Curricular Redesign and Professional Development
   Jenny Lowood, Assessment Coordinator, English Department Chair, Berkeley City College and
   Cleavon Smith, Network Coordinator, California Community Colleges' Success Network (3CSN), English Faculty, Berkeley City College

10:15 a.m. – 12 noon
   GO TO YOUR SCHOOLS LOCATION BELOW:
   ➢ **Career Technical Education & Business**
      Building 800, Room 802
   ➢ **Science**
      Building 300, Room 308
   ➢ **Human Performance & Development**
      Building 500, Rooms 505 & 506
   ➢ **Liberal Arts**
      Building 100, Library

   AGENDA
   ▪ Introducing the new SLO format
   ▪ The SLO timeline
   ▪ Clarity and correctness of SLOs will be discussed.
   This will be a practical, hands-on session to write, complete, revise your course SLOs and/or program outcomes. There will also be time to connect course outcomes to program outcomes and to core competencies as needed.

12:00 – 1:00 p.m., Cafeteria - Faculty Lunch

(3 hours required flex credit for afternoon activities)

1:15 p.m. – 4:15 p.m.
   Reference Morning Schools Locations
   To continue working on your SLOs

Choose one of the times below for an intro to an assessment data analysis tool.

3:15 p.m. – 3:45 p.m. (25 max attendance)
   Building 400, Room 445
   A Tool For SLO Pre- and Post-Test Analysis
   Peter Cammish, Director Research and Planning
   This brief presentation will look at how to set up and analyze pre- and post-test SLO performance data. The session will focus on interpretation of the statistical output from the tool and how to use the interpretation for course modification.

3:45 p.m. – 4:15 p.m.
   This is a repeat of the 3:15-3:45 session

---By Invitation Only---
Contact Melissa Reeve if you want to attend
(1 hour optional/3 hours required flex credit)

12:15 p.m. – 4:15 p.m
   Building 700, Room 703
   Using the BESST^{TM} Tool and Identifying Key Milestones In The Basic Skills Pathway
   Alicia C. Dowd, Associate Professor & Co-Director
   Dominic Alpuche, Business Administration
   Edna R. Chavarry, M.A., J.D., Project Specialist
   Presenters are from the Center for Urban Education, Rossier School of Education, University of Southern California.

The USC Center for Urban Education's Benchmarking Equity and Student Tool (BESST^{TM}) is designed to enable institutions to easily view an entire cohort of students, as well as disaggregated racial-ethnic group of students, to identify equity gaps that occur as students progress through key curricular milestones. The BESST also allows institutions to manipulate the data and ask "what if…' questions when benchmarking and setting goals for equity.

This workshop will involve faculty and staff in using the BESST tool to examine the college's own ata to look at how well students who succeed in one course do in the subsequent course or courses in the sequence. This workshop will focus on the Basic Skills pathway data for both Math and English. Such information can help the college make data-informed decisions about where to prioritize the SLO efforts.

Analyzing Pre and Post Test Results with MS Excel 2010.

Introduction

To attempt to quantify student learning you may set up a pre and post test situation in your class.

You would typically test students on their knowledge/abilities at the very start of the semester and then at the end of the semester to determine what has been learned.

This example looks at the basics of a pre and posttest situation and how to analyze and interpret the results using a worksheet designed in MS Excel 2010.

Setting up a Pre and Post Test

The test should aim to give your students scores in terms of learning objectives. This will give you far better information that just looking at a holistic score.

This might be easier in hard sciences or mathematics and more difficult in subjective areas such as liberal arts/humanities.

However, the single most important thing is well-designed, assessable Student Learning Outcomes.

Design your test so that each student receives a score related to each learning objective. Once the test has been designed, and the data collected you can start recording your data in spreadsheet format.

Spreadsheet

RP has designed a spreadsheet that will automatically do the majority of analysis for you.

You can access the spreadsheet using the icon below

click to open
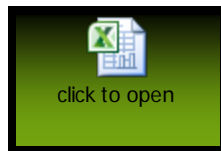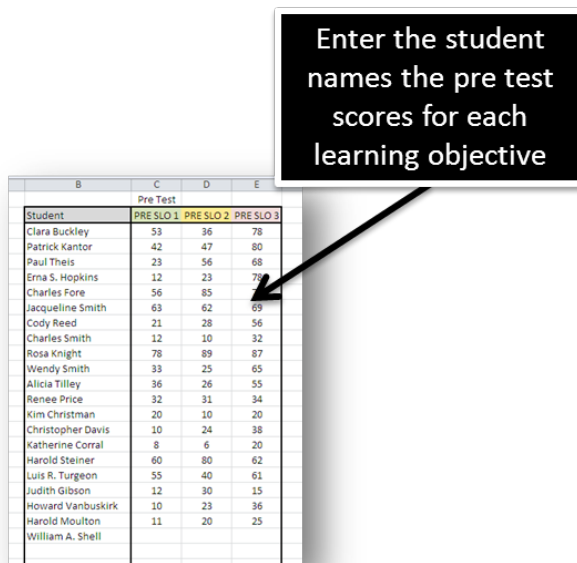
Inputting your data

Pre test scores

The data is entered in a list format.

- Students are represented in rows
- SLOs are represented in columns
- Scores are represented in cells.

In the student column add an identifier for each student, this may be the name or student id. Then enter the scores for the pre test SLOs.

Enter the student names the pre test scores for each learning objective

B	C	D	E
	Pre Test		
Student	PRE SLO 1	PRE SLO 2	PRE SLO 3
Clara Buckley	53	36	78
Patrick Kantor	42	47	80
Paul Theis	23	56	68
Erna S. Hopkins	12	23	78
Charles Fore	56	85	
Jacqueline Smith	63	62	69
Cody Reed	21	28	56
Charles Smith	12	10	32
Rosa Knight	78	89	87
Wendy Smith	33	25	65
Alicia Tilley	36	26	55
Renee Price	32	31	34
Kim Christman	20	10	20
Christopher Davis	10	24	38
Katherine Corral	8	6	20
Harold Steiner	60	80	62
Luis R. Turgeon	55	40	61
Judith Gibson	12	30	15
Howard Vanbuskirk	10	23	36
Harold Moulton	11	20	25
William A. Shell			

Currently the sheet will hold 35 different student and assesses up to 3 SLOs.

Post test scores

Post test scores will be input in the same way in the second group of columns

	A	B	C	D	E	F	G	H	I	J
1			Pre Test				Post Test			
2		Student	PRE SLO 1	PRE SLO 2	PRE SLO 3		POST SLO 1	POST SLO 2	POST SLO 3	
3		Clara Buckley	53	36	78		89	65	75	
4		Patrick Kantor	42	47	80		78	55	96	
5		Paul Theis	23	56	68		68	69	63	
6		Erna S. Hopkins	12	23	78		59	48	78	
7		Charles Fore	56	85	77		90	90	89	
8		Jacqueline Smith	63	62	69		86	59	68	
9		Cody Reed	21	28	56		87	62	54	
10		Charles Smith	12	10	32		68	23	61	
11		Rosa Knight	78	89	87		75	95	88	
12		Wendy Smith	33	25	65		54	65	69	
13		Alicia Tilley	36	26	55		57	38	50	
14		Renee Price	32	31	34		48	45	32	
15		Kim Christman	20	10	20		55	46	21	
16		Christopher Davis	10	24	38		23	36	26	
17		Katherine Corral	8	6	20		65	20	25	
18		Harold Steiner	60	80	62		89	80	51	
19		Luis R. Turgeon	55	40	61		50	48	62	
20		Judith Gibson	12	30	15		35	21	19	
21		Howard Vanbuskirk	10	23	36		22	15	42	
22		Harold Moulton	11	20	25		62	19	26	
23		William A. Shell								

Summary Statistics

	A	B	C	D	E	F	G	H
1								
2			PRE SLO 1	PRE SLO 2	PRE SLO 3	POST SLO 1	POST SLO 2	POST SLO 3
3								
4								
5		Mean	32.35	63	37.55	49.95	52.8	54.75
6		Median	27.5	63.5	29	48	58.5	57.5
7								
8		Q1	12	53	23	32.75	33.5	30.5
9		Q3	53.5	80	49.25	65	71	70.5
10								
11		IQR	41.5	27	26.25	32.25	37.5	40
12		SD	21.83	20.86	24.76	23.65	23.19	24.22
13								
14		Min	8	22	6	15	15	19
15		Max	78	90	89	95	87	96
16								

The next sheet in the workbook will show us some general statistics about our pre and post test results. These include

- **Mean:** This is the average score in the class – will be effected by outliers.
- **Median:** This is the middle value, it probably better represents an "average" score since the median is less effected by outliers.
- **Q1:** The first quartile the score obtained by the first 25% of the class
- **Q3:** The score obtained by 75% of the class
- **IQR:** Interquartile range – This is the middle range or the range of the middle 50% of scores.
- **SD:** Standard Deviation - Another value giving an indication of the measure of spread of the scores. Approximately 68% of students will lie within 1 standard deviation of the mean. In this example for PreSLO1 68% of students should have scored between 10.5 and 54.18.
- **Min:** The minimum score obtained
- **Max:** The highest score obtained
- **Range:** The full range of the scores

We also have the results of a paired samples t-test. This test gives us the confidence that the differences we are seeing between our pre and post test scores are significant. When we say significant we do not mean that they are large, simply that we are confident that they did not occur by chance.

The values we are most interested are the average difference between the pre and post test results. This gives us a much better indication of the difference between scores than simply comparing means.

We have also included the t-test p-value. If this is shaded green it tells us that we the difference between the scores is significant at the significance level stated. This test will also be effected by outliers in the data.

	Significance Level	95%	
	Between PRE SLO 1 and POST SLO 1	Between PRE SLO 2 and POST SLO 2	Between PRE SLO 3 and POST SLO 3
Average Difference	30.7	13.1	3.6
P-Value	0.00000	0.00046	0.05276

Identifying Outliers

The outliers sheet is specially designed to help you quickly and visually identify any outliers. That is any student that does not easily fit with the rest of the students. These may be student that performed particularly well or particularly bad.

	Magnitude	2	Standard Deviations				
Student	PRE SLO 1	PRE SLO 2	PRE SLO 3		POST SLO 1	POST SLO 2	POST SLO 3
Clara Buckley							
Patrick Kantor							
Paul Theis							
Erna S. Hopkins							
Charles Fore							
Jacqueline Smith							
Cody Reed							
Charles Smith		-					
Rosa Knight	+				+		
Wendy Smith							
Alicia Tilley						-	
Renee Price							
Kim Christman		-					
Christopher Davis							
Katherine Corral		-					
Harold Steiner							
Luis R. Turgeon							
Judith Gibson		-					
Howard Vanbuskirk							
Harold Moulton		-					

A green "+" indicates a student who performed better than the others, while a red "-" indicates a student who performed worse than the others.

You can change the number of standard deviations using the grey box at the top. A good value for standard deviations would be 2.

Remember about

- 68% of scores will lie within 1 standard deviation of the mean
- 95% will lie within 2 standard deviations of the mean
- 99.7% will lie within 3 standard deviations of the mean

You may want to copy the entire worksheet and remove the outliers from the data, this might give you a better understanding of the majority of your students.

Interpreting the Charts

Although we have looked at a lot of information, it can be very difficult to interpret rows and rows of simple numbers. The chart page allows you to see the major characteristics of your pre and post test scores visually.

The Box Chart

The box chart will show us the median and give an indication of the spread of the data. The pre and post test results for a particular SLO will be plotted side by side.
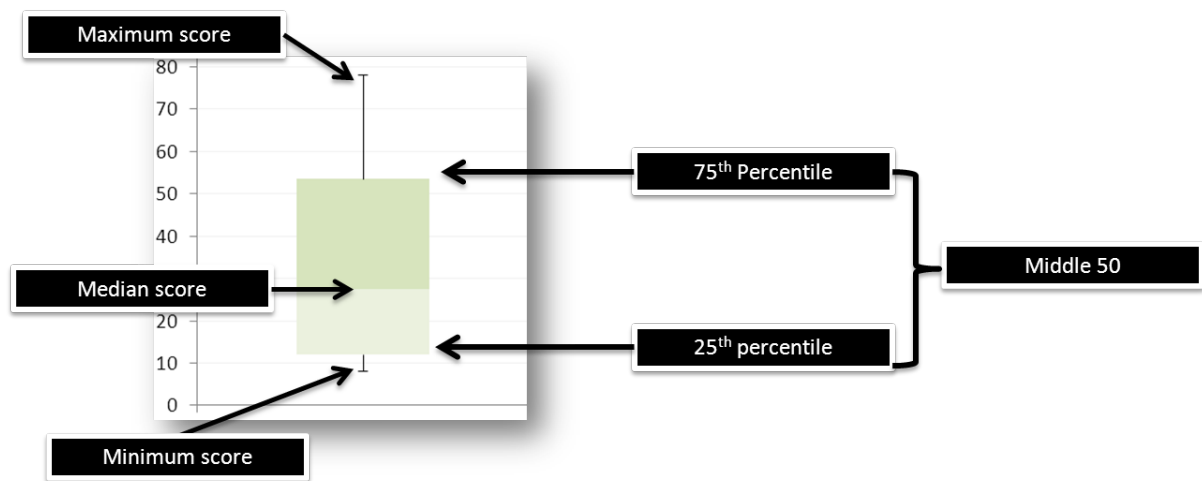

- The box represents the middle 50% of scores (between the 25% and 75% percentiles).
- The median is represented where the box changes colour.
- The error bars (or whiskers) represent the minimum and maximum scores.

The advantage of plotting the pre and post test results on the same axis is that it allows us to quickly look for differences in student performance.

How to interpret the pre and post box plot.

First compare the medians
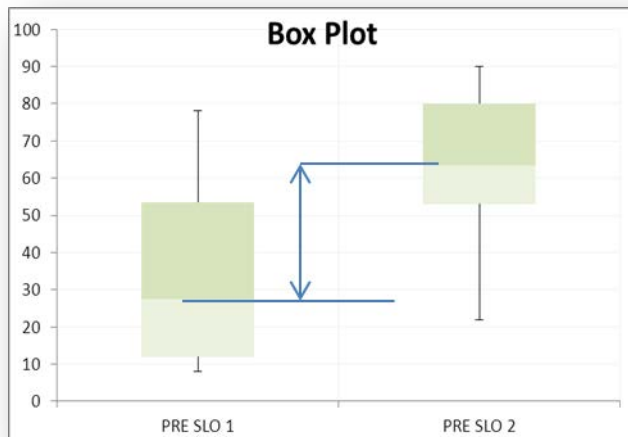
Is there an increase, decrease or do they stay the same? This indicates how much students get better (or worse) between pre and post test.

Next compare the dispersion of the scores

The IQR is represented by the height of the box. Again you are looking for changes between pre and post test.

Has the range of probable student scores increased or decreased?

This might help you to understand how well the class as a whole understood the SLOs. A high IQR might indicate that the SLO was understood by a smaller number of people than a box plot with a low IQR.
The range (represented by the whiskers) helps us to understand the total extent of scores represented in the class.

Finally compare the skew of the data

Skew means – is the data shifting towards lower scores or higher scores. If the box is towards the lower end of the whisker the scores are skewed towards the lower end, likewise, if the box is towards the higher end of the whisker the scores are skewed towards the higher end. Skew would also be indicated by a box that had a median off-centre.
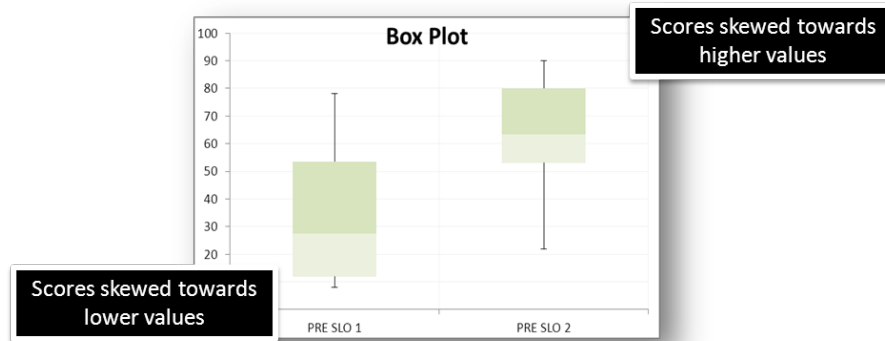
So what that would tell us is that for a plot skewed towards low values has a high number of high values but a small number of lower values are distorting the distributions and therefore the mean value.

The posttest ideal box plot would show a high median, low IQR (small box), low range (small whiskers) and very little skew (centrally aligned box)

Pretest SLO Comparison

This chart can be looked at as soon as you enter the initial pre-test information. Some important questions to ask would be
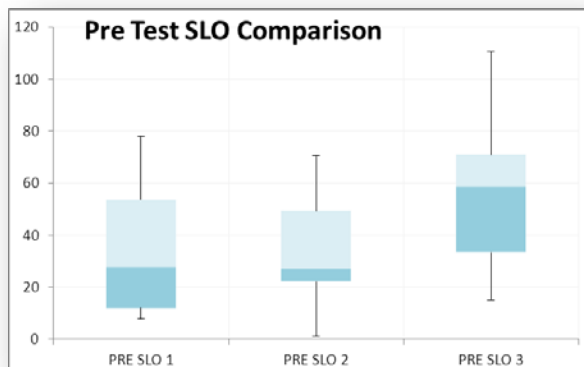
- What are the median scores? How are they different between the SLOS? Which SLO should we focus on most?
- What is the IQR and the range? This might indicate that there are big differences in student understanding with the class.

Pre and Post Scatterplot

The scatterplot shows each individual students pre test score plotted on the horizontal axis, while the post test score is plotted on the vertical axis. The linear regression line is also plotted.

This chart tells us about the relationship between a pre-test score and a post test score.

If the points do not follow a general linear shape that means there is very little linear relationship between your pre test score and your post test score, similarly if your points do generally fall in a line there is a good relationship between a students pre test and post test scores. This is confirmed by the R^2 value, the closer this is to $^{+/-}$1 the higher the correlation.

Low R^2 value indicates little correlation	High R^2 value indicates more correlation
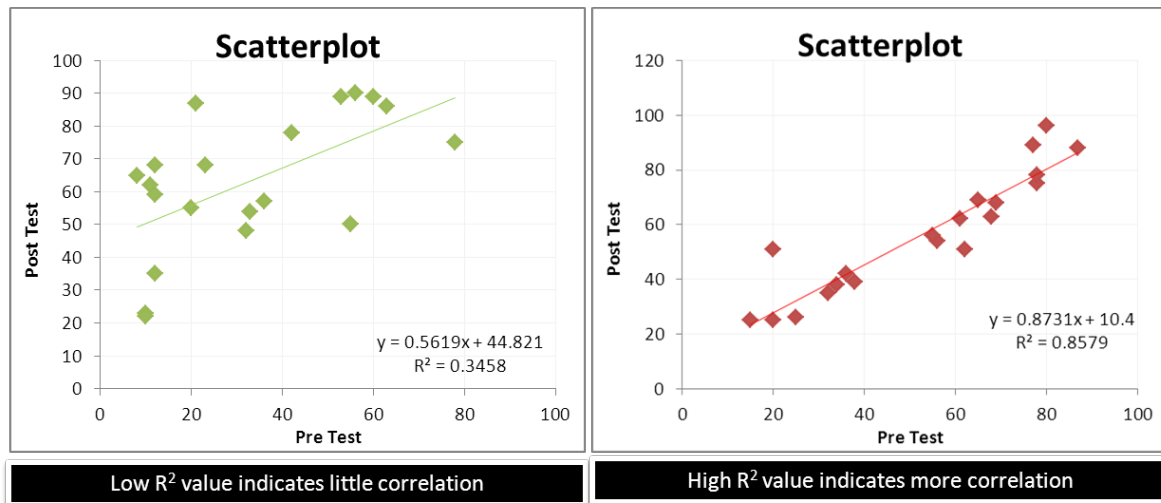
So why is the correlation important. Well if you have a low correlation between scores, this may indicate something wrong with your testing method as you would assume that students who initially demonstrated some proficiency in a certain SLO would carry that on.

There is also the possibility that you use the regression formula to predict future students performance in a particular SLO, if teaching methods and content remained the same.

Percentiles Chart

The aim of this chart is to show which centile of students made the most improvements between pre and post test.

In the example below the post test scores do show a marked improvement, and the improvement is particularly evident in the lower percentile of students.
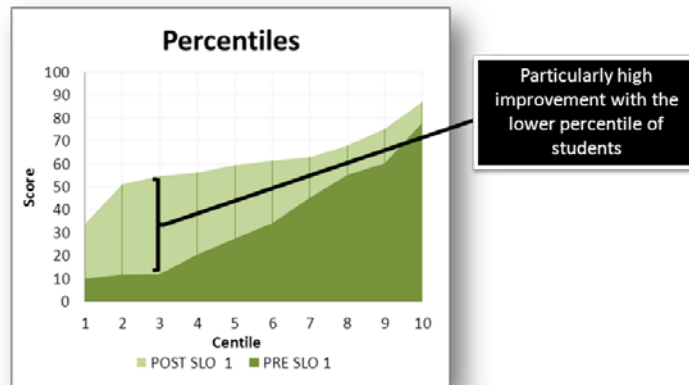
This would probably be the expected distribution, particularly when your best students already scored fairly high on the pre test.

In the situation below the improvement is more centered on the middle percentile of students.
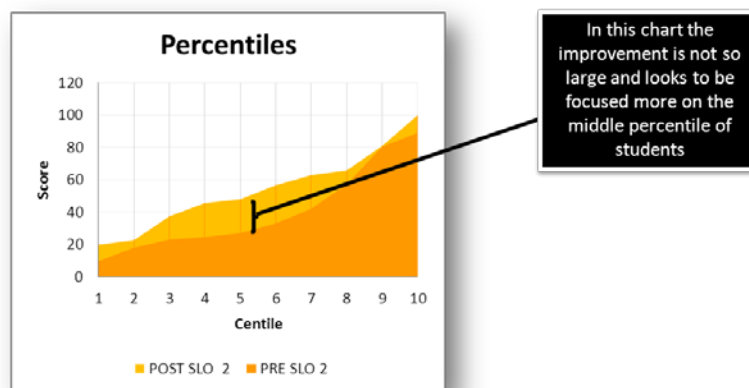
In the final example the improvements are negligible and appear to be focused more on the best quality students.

Percentiles

In this chart the improvement is negligible although a small improvement is evident on the top percentile of students
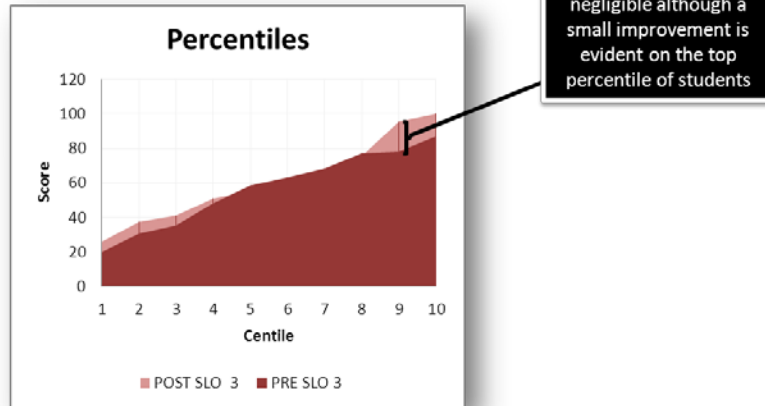
The percentile differences are also plotted on their own chart which may make interpretation easier. The following chart plots the previous 3 on one axis and will allow you to make the same conclusions.

Centile Differences
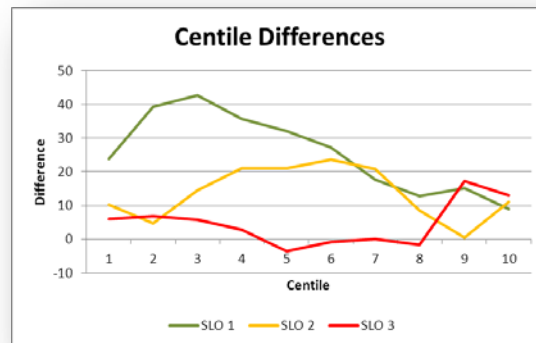
Further Information

Anyone interested in statistical comparison of students may want to look at the following websites

Boxplots: http://openlearn.open.ac.uk/mod/oucontent/view.php?id=398296
Regression: http://phoenix.phys.clemson.edu/tutorials/excel/regression.html
Percentiles: http://www.wisegeek.com/what-are-percentiles.htm

Instructions for Writing Student Learning Outcomes

(From various sources)

Creating student learning outcomes for your degree or service program is a process. Some programs have found the following steps to be helpful:

Step 1
Start by having a faculty/staff meeting (including students and community members, ideally) and brainstorm about what an ideal graduate would know, understand, and be able to do…and/or

Consult the web site for your professional/disciplinary organization – many of them are developing student learning outcomes for degree or service programs at various levels.

Step 2
Agree on a first draft of a list of outcomes, understanding that they will be revised several times before becoming firm (or definitive) and that they will change over time for currency in the discipline or service area and changing needs and characteristics of students.

Step 3
List the student learning outcomes on every syllabus for the required courses in your degree program (or programs within your student service area), indicating which of them will be covered in each particular course (or service program).

Step 4
Gather feedback from students in each course or service program about how well they perceive that student learning outcomes were addressed.

Step 5
Assess student learning by designing assignments specifically geared to measure achievement of each of the outcomes that are designated for each course, degree program, or service area.

Step 6
In light of this data, meet (with faculty, staff, and students) at the end of each semester or academic year and revise the list of outcomes, teaching methods, curriculum, and/or program.

Step 7
Repeat the above steps regularly and as needed to improve student learning.

Additional Links Related to Bloom's Taxonomy

- http://www.coun.uvic.ca/learn/program/hndouts/bloom.html
- http://faculty.washington.edu/krumme/guides/bloom.html
- http://www.utexas.edu/student/utlc/handouts/1414.html
- http://www.apa.org/ed/new_blooms.html

Many faculty members have found it difficult to apply this six-level taxonomy, and some educators have simplified and collapsed the taxonomy into three general levels (Crooks, 1988): The first category is knowledge (recall or recognition of specific information). The second category combines comprehension and application. The third category is described as "problem solving," transferring existing knowledge and skills to new situations.

Additional Resources on How to Write Learning Outcomes

From Ball State University

Getting Started

Before writing or revising departmental goals/objectives, you might try a few of the following.

- Have some open discussion sessions on one of the following topics or something similar.
  - Describe the ideal student in your program at various phases throughout your program. Be concrete and focus on those strengths, skills, and values that you feel are the result of, or at least supported and nurtured by, the program experience. Then ask:
    - What does this student know?
    - What can this student do?
    - What does this student care about?
  - List and briefly describe the program experiences that contribute most to the development of the ideal student.
  - List the achievements you implicitly expect of graduates in each major field?
  - Describe your alumni in terms of such achievements as career accomplishments, lifestyles, citizenship activities, and aesthetic and intellectual involvement?

- Collect and review instructional materials. Try sorting materials into 3 broad categories: recognition/recall, comprehension/simple application, critical thinking/problem-solving. Use any of the following:
  - syllabi and course outlines
  - course assignments and tests
  - textbooks (especially the tables of contents, introductions, and summaries)
- Collect and review documents that describe your department and its programs:
  - brochures and catalogue descriptions
  - accreditation reports
  - curriculum committee reports
  - mission statements

- Review and react to goals and objectives from another unit that is similar but external (ex. another department or college in the western Region). Try grouping the statements into broad categories of student outcomes (i.e., knowledge, attitudinal, behavioral).

- Use the 25 percent problem to refine or reduce a set of goal statements. Imagine that you want to reduce program or course material by 25 percent. What goals would you keep and which would you discard?

- Administer a goals inventory or conduct an interview study. Involve a variety of groups (or "stakeholders") when possible.

- Use a Delphi technique or a modification. This involves administering a series of related questionnaires in which information from the initial form is provided so that respondents can use it to revise their responses on subsequent forms. The objective is to develop consensus before writing goals or objectives.

- Shaping Department Goals and Objectives for Assessment – Definitions, Q&A, Getting Started with writing learning outcomes.

Discussion Questions

Learning Outcomes:

- Were the learning outcomes that were assessed core outcomes for the course: that is, did they describe the kind of analytical or critical thinking, or skills and abilities, that the discipline feels all successful students should take away from the course?
- Were the students made aware of these learning outcomes prior to the assessment, and if so how?

Assessment Instrument:

- Did the assessment questions or assignments assess the learning outcomes; that is, did student performance on these provide strong information about how well students achieved the learning outcomes?
- Were the assessment questions or assignments clearly worded?
- Do classroom experiences align with or support the intended outcomes and the assessment, so that students are prepared to succeed?

Assessment Rubric:

- For assessment questions that weren't objective in nature, e.g., multiple choice or fill in the blank, was your scoring rubric clear and easy to apply?
- Did the rubric adequately reflect the standards that your discipline adheres to?

Assessment Process:

- Was communication about the expectations of the process clear and early enough to all instructors who participated?
- Was the assessment administered with reasonable uniformity across all sections; e.g., approximately the same timeframe of the semester, similar explanations to students, etc.
- Did instructors understand how to enter data into the scoring spreadsheets?

Assessment Results:

- What do the assessment results say about how well all students, or particular subgroups of students based on the data breakouts, achieve the intended learning outcomes?
- Are there new or different things that the discipline thinks would be worth trying that might improve future results?
- Is there additional analysis of the existing data that might provide greater insight into the meaning of the results?

Overall Strengths:

- What general strengths or positive observations arise from the assessment results?

Overall Concerns:

- What concerns are raised by the results?

Summary Recommendations:

- What are the summary recommendations that address the concerns noted by the discipline and reflect meaningful, action oriented activities that relate to student performance and learning?

SLO/SAO Coordinator Directions

For Contacting Instructors of Classes which have <u>No Assessment</u>

1. Look in the dropbox for assessment and assessment results. If unsuccessful:
2. Try to determine which instructor(s) taught the class during the last two years.
3. Email all faculty members who taught the class during the last two years.
4. Place the course ID in the heading for your email, and include in your email:

   "I am one of several faculty members hired this summer to audit the College's SLO records in preparation for our mandatory reporting to ACCJC in October.

Our records indicate that the Student Learning Outcomes for this course (list) have never been assessed.

   If we are incorrect and an assessment was in fact done, would you kindly submit any assessment results which you have? If no assessment was done, then would you please complete an assessment for this course?

   If it is necessary for you to assess this course, please refer to your unreturned student work (final exams or papers, etc.) which will allow you to assess student mastery of the following outcomes:

 (List SLOs for this course)"

5. If an instructor you are emailing the above request to is an adjunct instructor, then please include:

     "Per the SCFA collective bargaining agreement effective July 1st, adjunct instructors can be paid up to 2 hours for SLO assessment. Therefore, please keep track of the time it takes to prepare your assessment information as well."

6. If you choose to then include the assessment form from Peter for this course, so the instructor need not spend time copying work already completed, and so that it will be easy for you to cut and paste to enter data. However, accept data in whatever form you get it and do the best you can, possibly with added inquiry to the associated instructor(s), to get the info into the slo database.

7. When you get a response with assessment information, enter this new data into the SLO database. Send a thank you email to the associated instructor.

8. If no response is received from the email within 48 hours, contact the associated dean to get:
    a. Contact information for the associated instructors.
    b. Recommendations from dean regarding whom would be best to call if there is more than one instructor.

9. Call instructor(s) to request an assessment be completed. Don't forget to remind adjuncts that they can be paid for up to 2 hours of work.
10. Keep track of the names and number of hours (up to 2 per course) that adjunct instructors spend working on their slos, and report this information to Arturo Reyes, Laurie Gorman, and Susanna Gunther.

SLO/SAO Coordinator Directions

For Contacting Instructors of Classes which have <u>everything except the Assessment Results</u>

1. Look in the dropbox for assessment results. If unsuccessful:
2. Start with the date of assessment.
3. Try to determine which instructor(s) taught the semester that the course was assessed.
4. Email all faculty members who taught the class the semester it was assessed.
5. Place the course ID in the heading for your email, and include in your email:

   "I am one of several faculty members hired this summer to audit the College's SLO records in preparation for our mandatory reporting to ACCJC in October.

Our records indicate that this course (list) was assessed (semester); however no assessment results are recorded.

   Would you kindly submit any assessment results which you have? If our information is incorrect, and no assessment was in fact done, then would you please complete an assessment for this course?

   If it is necessary for you to assess this course, please refer to your unreturned student work (final exams or papers, etc.) which will allow you to assess student mastery of the following outcomes:

   (List SLOs for this course)"

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7. If you choose to then include the assessment form from Peter for this course, so the instructor need not spend time copying work already completed, and so that it will be easy for you to cut and paste to enter data. However, accept data in whatever form you get it and do the best you can, possibly with added inquiry to the associated instructor(s), to get the info into the slo database.

8. When you get a response with assessment results information, enter this new data into the SLO database. Send a thank you email to the associated instructor.

9. If no response is received from the email within 48 hours, contact the associated dean to get:
   a. Contact information for the associated instructor(s).
   b. Recommendations from dean regarding whom would be best to call if there is more than one instructor.

10. Call instructor(s) to request assessment result information or to request an assessment be completed. Don't forget to remind adjuncts that they can be paid for up to 2 hours of work.

11. Keep track of the names and number of hours (up to 2 per course) that adjunct instructors spend working on their slos, and report this information to Arturo Reyes, Laurie Gorman, and Susanna Gunther.

ACADEMIC EMPLOYMENT OPPORTUNITY
CAMPUS WIDE
LEARNING OUTCOMES ASSESSMENT COORDINATOR
(40% Release Time Assignment)
Application Deadline: 5:00 P.M. Thursday, AUGUST 16, 2012

Interviews: Friday, October 17, 2012

Position Description: Under the direction of the Executive Vice President of Academic & Student Affairs or designee, the Learning Outcomes Assessment Coordinator facilitates and oversees all campus assessment activities, working in close conjunction with the school faculty, deans, research office, and the Senate. S/he provides training and support to campus personnel and departments to help them with assessment matters. In addition, s/he chairs and/or serves on campus assessment and planning committees, assists with accreditation related assessment matters, designs and helps implement campus assessment activities and works with specific campus bodies to develop and refine Solano's college-wide assessment plan. S/he produces a yearly report of his/her activities, which is disseminated to the campus community.

Length of Assignment: Subject to funding, the duration of this assignment runs from fall 2012 through spring 2014

Responsibilities:

1. Assist and provide training and professional development for Solano faculty through on-going flex workshops, school wide meetings, departmental meetings and individual sessions to:
    a. Assess course, program and institutional outcomes.
    b. Coordinate or write assessments/outcomes for individual courses, degrees and certificates.
    c. Create or assist with assessment plans for all programs.
    d. Create and contribute to the development of rubrics to assess student work
    e. Facilitate the use of assessment data in Instructional Planning.

2. Work intensively with departments undergoing assessments and instructional planning through departmental meetings and individual sessions to:
    a. Write and/or assist in developing assessments/outcomes for courses, programs, and the institution.
    b. Assess course and program outcomes.
    c. Use assessment data for planning and implementing curricular, instructional, or other changes to close the assessment loop.

3. Work with areas of instruction that do not fall into already developed assessment modes such as Learning Skills, the Writing Center and Tutorials to develop assessment plans, methods and reporting as needed.

4. Problem-solve issues that emerge through instructional planning assessment activities and presenting solutions to appropriate bodies.

5. Work with faculty to revise Student Learning Outcomes in all course proposals seeking approval from the Curriculum Committee.

6. Convene, with Senate support an assessment subcommittee of the Curriculum Committee to review all assessments/outcomes in courses before the Curriculum Committee each semester.

7. As appropriate, present suggestions for revision to the faculty who originate the course; work with them through individual sessions to complete any revisions.

8. Write a report each semester that includes each course, its status and revision activities and present it to Curriculum Committee and college planning groups.

9. Work with faculty working on School assessments and the Academic Senate to create campus assessment plan.

10. Work intensively with those portions of the campus that do not yet have assessment plans to develop, implement, and integrate them.

11. If requested, work with non-instructional portions of the College (Student Services, Administrative Services, Library, etc.) to ensure integration of the instructional assessment process.

12. Assess and improve (when needed) reporting processes for all assessment activities on campus.

13. Work with the research office and Senate to maintain consistency in format and reporting.

14. Communicate regularly with the college community about assessment matters.

15. Plan and implement appropriate Flex activities as needed to meet assessment goals.

16. Make presentations to the college community including various constituency groups, Governing Board, schools, and departments.

17. Oversee production and dissemination of assessment materials for SCC.

18. Provide faculty leadership and coordination for all campus assessment activities.

19. Ensure that archives for all campus assessment activities are current and maintained.

20. Keep written records of all campus assessment activities.

21. Coordinate the creation, collection, organization and preparation of evidence for sharing with accrediting bodies, report writers, campus groups, and the broader college community as needed.

22. Archive activities regarding assessment/outcomes as needed for planning, future assessment development, and accreditation purposes.

Eligibility: Coordinator applicants must be current instructors in the District

Application Information: Submit an Academic Employment Application **OR** a current resume **AND** the Request for Consideration (the lower portion of this announcement) by the application deadline to the Human Resources Office, Room 616.

<div align="center">**REQUEST FOR CONSIDERATION**</div>

<div align="center">**Application Deadline: 5:00 P.M. Thursday, August 16, 2012.**</div>

Please consider me for the Learning Outcomes Assessment Coordinator position. Attached is an updated Solano College Academic Employment Application or a current resume.

Name: _____

Position: _____

Day Phone: _____   Evening Phone: _____

From:	Zandra Gilley
To:	$ALL
Subject:	Changes to the Fall 2012 Flexcal Program
Date:	Thursday, July 26, 2012 4:56:58 PM

Please note the following changes. I have just requested the Fall 2012 Flex Cal Program to be added to the SCC website. Thank you for your patience!

<u>On Thursday, August 9th starting at 1:30pm:</u>

1:30 p.m. – 2:50 p.m. **(1-1/2 hours required flex credit)**
   Learning Outcomes Assessment: Closing the Loop
   Building 1200, Theater
   Joseph Conrad & Melissa Reeve, SLO Coordinators
   Faculty will be shown the work completed on SLOs and assessment during the summer, and will be trained regarding how to complete course assessment work this week as well as how to complete Program Level Outcome mapping later today.

3:00 p.m. – 4:50 p.m. **(2 hours required flex credit)**
   Program Level Outcome Mapping and SLO Assessment
   All schools will be expected to complete Program Level Outcome mapping by choosing one to two representatives to work on completing and submitting the associate form. The remaining faculty will work on course level assessment form completion.

6:00 p.m. – 7:00 p.m. **(1 hour required flex credit)**
   School Meetings: Divisional Planning
   Career Technical Education & Business (Room 505)
   Counseling/DSP&S/Special Services (Room 445)
   Human Performance & Development (Room 1746)
   Liberal Arts (Room 812)
   Math (Room 1529)
   Science (Room 308)
   Vacaville Center (Room 803)

<u>On Friday, August 10th starting at 1:30 pm please add the following option to the existing options:</u>

1:30 p.m. – 4:00 p.m. (2-1/2 hours flex credit)
   Drop-In Help with SLO Assessment
   Building 100, Room 103A
   Various SLO Coordinators
   Participants will be given hands on help with any questions they have related to getting their course assessment done. This help may include information related to any problem a faculty member may be experiencing related to how to go from final exam or summary course assignment results to writing and entering a course assessment result and action plan. SLO Coordinators will be available to help faculty members to get their assessments completed and entered into the slo database successfully and efficiently.

- It is important that the map is filled out to reflect the current reality rather than the ideal state you want to achieve.

- Each program learning outcome (each column) should be introduced, developed and mastered at least once across multiple courses. However, if each cell in the column is filled, it suggests redundancy and overlap related to that outcome in your curriculum. If few cells are filled or you are missing an I, D, or M, it's likely the curriculum is not covering that outcome as completely as faculty would like.

- Each course (each row) supports at least one and ideally more than one learning outcome. Meaningfully addressing all learning outcomes in a single course is difficult, unless it is an introductory survey course. But if a required course does not seem related to any program learning outcomes, it provides the opportunity to ask whether the course should be required or whether an important learning outcome has been missed.

Program Assessment Form

Program name: Mathematics Degree

Date of assessment: Summer 2012

Assessment performed by: Joe Conrad

PLO 1: Solve a problem applying appropriate math concepts and ideas.

> ➜ Results: Students typically performed well in this area.
> ➜ Planned action: None.

> Narrative: The assessments for the course SLO's which link to this PLO were analyzed in the following courses: Math 11, Math 22, Math 23 and Math 40. These courses represent the ends of various curricular threads and even though not all students will take each of the courses, they will take at least two of them to complete a degree. The assessments showed satisfactory to high performance on the outcomes at the course level. Students typically did well on solving typical problems although non-standard problems did create difficulties.

PLO 2: Effectively communicate solution(s).

> ➜ Results: Those assessments that specifically addressed this PLO showed poor results.
> ➜ Planned action: Attention to effective communication, both in assessment and in specific course SLOs, should be addressed. Instructors should be adding attention to communication in their classes. More assessments should be designed to measure this PLO. It would be helpful to have some course SLO's added which specifically include consideration of this PLO.
> ➜ Timeline for planned actions: 2012-13

> Narrative: As with PLO1, assessments were analyzed in the courses listed above. None of the course SLO's specifically mentioned this PLO, however a couple of the assessments incorporated the idea. In particular, a Math 23 assessment mentioned difficulty with vocabulary. Also, a Math 11 assessment (SLO3) discussed the difficulty students had in communicating the results of their analysis of media stories.

‣ Lecture Chap 9 Autonomic Nervous System SLOs

‣ State functions of the ANS

‣ Describe the ANS Control of Smooth Muscle

‣ Autonomic Control of Involuntary Effectors

‣ Describe the structural organization and functions of both Divisions of ANS

‣ Describe the organization, targets and effects of the sympathetic division

‣ Describe the organization, targets and effects of the parasympathetic division

‣ Explain the action of transmitters of the ANS at their different receptor targets

‣ Describe the action of drugs on ANS receptors

‣ Explain the CNS control of the ANS

‣ Compare and contrast the Sympathetic and parasympathetic divisions

Student Learning Objectives for Lab:

- At the end of this lab you should be able to:
    o Distinguish between solvent and solute
    o Describe simple diffusion, osmosis, osmotic pressure and the molecular mechanisms behind these processes
    o Distinguish between molarity, osmolality, osmolarity, and tonicity
    o Calculate osmolarity given molarity and/or g/L.
    o Predict the effects of hypertonic, isotonic and hypotonic solutions on red blood cells.
    o Explain why some solutions always act as hypotonic solutions
    o Distinguish between polar and non-polar solutes
    o Explain the differential diffusion rates in water of different temperatures.
    o Explain the differential diffusion rates of different size molecules in a gel.
    o Interpret and explain results from Experiments in PhysioEx #1 lab Exercise.

Four Year Assessment Schedule

Department: ART DEPARTMENT

Course Number	Course Title	Last Assessed/ Completed	S '12	F '12	S '13	F '13	S '14
Art 001	Art History	Fall 11		x			
Art 002	Art History	Spring 11	x				
Art 003	World Art	Spring 11	x				
Art 004	Life Drawing	Fall 10		x			
Art 005	Life Drawing	Fall 10		x			
Art 006	Design Principles: 2D	Fall 10		x			
Art 007	Design: Color	Fall 10		x			
Art 008	Design: 3D	Fall 10		x			
Art 010	Art Appreciation	Fall 11	x	x	x		
Art 011	Modern Art	Fall 11	x		x		
Art 012	Diverse Artists	Fall 11		x			
Art 014	Intro to Drawing	Fall 10		x			
Art 015	Intro to Drawing	Spring 11			x		
Art 016	Beg. Painting	Spring 11	x		x		
Art 017	Acrylic and Oil Ptg	Spring 11	x		x		
Art 018	Acrylic and Oil Ptg	Spring 11	x		x		
Art 019	Figure Painting	Spring 11			x		
Art 020	Landscape	Fall 10		x			
Art 021	Watercolor	Spring 11			x		
Art 022	Watercolor	Spring 11			x		
Art 023	Intro to Ceramics: Hand Building		x		x		
Art 024	Interm. Ceramics: Hand		x		x		
Art 025	Ceramic Design: Hand		x		x		
Art 026	Intro: Ceramic Wheel		x		x		
Art 027	Intermed. Ceramic Wheel		x		x		
Art 028	Ceramic Design: Wheel		x		x		
Art 029	Raku			x			
Art 030	Architectural Ceramics: Murals/Tile	(not frequently offered)					
Art 031	Sculpture			x			
Art 032	Sculpture: Human Fig			x			
Art 033	Intermed Sculpture		x		x		
Art 034	Ceramic Sculptures		x		x		
Art 035	Woodfire Ceramics	(not offered again until remodel					

Course	Title					
		complete)				
Art 036	Ceramic Surfaces		x		x	
Art 037	Clay and Glazes for Ceramic Arts			x		
Art 038	Intro to Printmaking			x		
Art 039	Etching and Engraving: Line Techniques			x		
Art 040	Etching and Engraving: Tone			x		
Art 041	Etching and Engraving: Color			x		
Art 042	Screenprinting			x		
Art 043	Printmaking: Relief			x		
Art 044	Kiln Design and Operation	(not frequently offered)				
Art 045	Art Studio Concepts			x		
Art 046A	Portfolio Development			x		
Art 047A	Professional Practices			x		
Art 047B	Art on Site			x		
Art 049	Art Honors	(offered as needed)				
Art 052	Lettering and Layout		x		x	
Art 054	Illustration I	Fall 2010		x	x	
Art 055	Illustration II	Fall 2010		x		
Art 056	Graphic Design I	Fall 2010		x		
Art 057	Graphic Design II	Fall 10		x		
Art 058	Clothed Figure	(not frequently offered) Sp 11	x		x	
Art 060	Exhibition Design	(not to be offered until remodel complete) Fall 2010				
Art 061	Collage and Assemblage	Spring 11	x		x	
Art 064	Monotype and monoprint	Spring 11	x		x	
Art 065	Bookmaking	(not frequently offered) Fall 2010				
Art 076	Portfolio Development and Documentation	(not frequently offered)				

Art 100	Color and Mixed Media Drawing	(not frequently offered)				
Art 145	Portrait Drawing and Painting	Fall 2010 (not frequently offered)				

SLO Thoughts for Solano Community College

Assessment forms: *Your instructional forms (in their electronic version) seem pretty good.*

- SLO
- SLO criteria for measurement - not on all forms
- Method of measurement - not on all forms
- Results
- Recommendations - *that also reflect resources needs if any*

SLOA forms... seen an electronic version which I assume is the latest one. You should be sure to include in your recommendations any needed resources as well as ideas, changes etc.

Need a specific timeline for each course, program, GE SLO, Student support and learning resource SLOs, and administrative SLOs and/or SAOs and institutional SLOs *(Core Competencies?) The Commission will want to see this. What evidence will you have of this being ongoing and established as part of regular operations?*

- Timelines should be published, well known and relevant progress discussed at division and department meetings, and SLO committee overall...
    - You have course tracking of completion in order – that's great
- Process and support for individuals and areas that are not meeting these timelines should be developed and in place... people who can help them, resources to get the work done, trainings, etc

Your SLO and SLOA tracking system that incorporates all SLO/As in detail, then consolidated by subject, dept, div and finally into one spreadsheet that tells you your overall college progress....*to incorporate student and administrative support services too.*

- You may want to put it on your SLO website

Use the accreditation recommendations and develop a chart of what you need to get done to be in compliance.

- Their may be policy and/or procedure that you have to develop.
- You need this as a guideline for your accreditation response.
- You need this to guide your evidence collection
    - Collect it early and either or both paper and electronically

Incorporate your SLOAs into program review formally.

- Develop an SLO procedures/manual and have it be part your program review documents...with the senate approving it - *you do have some nice handouts.*
- Incorporate your SLOA results into program review recommendations and requests for funding

For CTE SLOs, --- How are your advisory committees involved in developing and reviewing SLOs & SLOAs for course and programs? *Their involvement is an expectation of the Commission.*

What is the status of your GE SLOs and assessment of them? *You are tracking SLOs at they relate to Core Competencies, and GE...Good work!,* but what's the next step to assess them?

Your SLO committee should be meeting at least bi-weekly and they need a staff to take notes of what is decided....perfect venue for person in charge of SLOA progress to share the most recent updates and problems and needed input, resources and decisions.

Are your SLOs and SLOAs for courses covering all the courses in your catalog...if not delete, delete...or put them on hiatus out of the catalog.

What are you going to do with the courses that won't be offered this year which haven't been assessed? What about active courses that are only offered sporadically i.e. independent study, experimental courses?

The commission wants active discussion of SLOAs—for all functions --Instruction, Student Support, Learning support, Admin. What is your vehicle/s for carrying on this learning outcome discussion and how are you going to document it?

How are SLOs and SLOAs reviewed for effectiveness and quality?

Student support services and learning support...all need to have SLOs not just service area outcomes. It takes a while to reframe operational goals into SLOs...but it usually can be done...and assessment can be often be completed within a term...cause prior data can be extracted from data bases rather than classes.

What different forms are there for service area learning outcomes? Student support and learning resources (library and tutoring) must have student learning outcomes... They could use the same (or similar) form for instructional SLOAs.

From:	Jowel Laguerre
To:	Arturo Reyes; Barbara Fountain; Robin Darcangelo; Erin Vines; Lily Espinoza; Maire Morinec; Rennee Moore; Shirley Lewis; Thomas "Jerry" Kea; Charlene Snow; Jeffrey Lamb
Cc:	Gene Thomas; Mkw1@ix.netcom.com; cmaga@earthlink.net; Judy Spencer
Subject:	SLO Committee
Date:	Thursday, September 13, 2012 3:50:32 PM

Dear Colleagues:

While meeting with some support personnel for SLO last week, they suggested that the College immediately form a committee dealing with SLOs and SAOs. Those of us present brainstormed a representative list and you are or your area is being recommended to be on the committee. Since we want to keep the number of participants manageable and the representation of the faculty the majority, I am suggesting that the membership at the staff level be as follows:

Voting members from ALG

- Admissions and Records   Barbara Fountain or designee
- Financial Aid   Robin Darcangelo or designee
- Student development   Mostafa Ghous or designee
- Counseling   Erin vines
- Dean Representative   Lily Espinoza
- Dean Representative   Maire Morinec
- Dean Representative   Shirley Lewis

Non-voting members: Ex-officio
Rennée Moore, Jeffrey Lamb, Charlene Snow, Arturo Reyes
Support staff:
Peter Cammish and Jowel Laguerre

Please give me your feedback and your feedback on the committee.

The first meeting of the Committee is scheduled for Thursday, September 20th in the Board room.

Thank you!

Jowel

Area Outcomes

Admissions and Records

Manager   Barbara Fountain   Area type   **Student Support**

Customer Satisfaction

Satisfaction of our customers will increase.

Assessment Strategy	Success Criteria
Improve on campus and online signage via increased presence of steps to registration and step by step information for carrying out various A&R activities that students tend to get frustrated with. Add youtube videos with step by step instructions as well as pdf's with the same to web.	Number of calls, emails and in person inquiries will decrease as result of students better understanding system based on efforts to increase its user friendliness.

Increase Innovation-Increase number of students who use online services for adding/dropping, etc.

The number of adds/drops done by students online versus in person at main campus and centers will increase.

Assessment Strategy	Success Criteria
Standard report that is currently in development (usage report) will reflect an increase in the number of students who take advantage of online versus in person services from prior terms through fall 12 open registration period (August 2012). Activities we will employ to accomplish this will be to do informational email blasts, signage, revise welcome letter to let students know and encourage faculty to help inform students.	Standard report will show increase of online activity and decrease of in person activity over time.

Increase Number of Graduation Applicants

As a result of targeted efforts to get students to petition for graduation, we will see an increase from term to term starting in summer 2010 and ending in 2012.

Assessment Strategy	Success Criteria
Increase student's awareness of need to petition and understanding of how and when to petition by targeting them via different modes such as email blasts, signage and regular encouragement of faculty to remind students to petition. Standard report that is currently in development will give us data for each term going back to 2010. Additional ways to inform students that we plan to employ will be to place the information in the Tempest (student newspaper), place an ad on informational monitors throughout campus,	Do not expect to see huge difference from fall 2010 to fall 2011 as just began doing email blasts in fall 2011. Do, however, expect to see jump from spring and summer 10 to spring and summer 12 with summer 12 showing the largest percentage increase as it will reflect the greatest focus of efforts thus far.

Art

Manager   Jeff Lamb   Area type   **Academic**

Students will develop visual literacy, exercising the skills necessary to create, analyze, apply and integrate diverse visual experiences.

Assessment Strategy	Success Criteria

CalWorks

Manager   Jocelyn Mouton   Area type   **Student Support**

Transition from public assistance to self-sufficiency

Assist participants through intake and counseling which includes a specific goal directed Student Ed Plan

Assessment Strategy

Assess yearly student's progress towards self-sufficiency.

Success Criteria

Aim to increase self-sufficiency by 5% growth each year. Data will be collected through surveys, SARs and Banner.

Childrens Program

Manager	Christie Speck	Area type	Student Support

Consistently be a model child development program & foster excellence in learning

Early Childhood Education practicum students will gain professionalism and best-practice foundational skills while working in one of the Children's Programs.

Assessment Strategy

Student portfolios and student's grades

Success Criteria

90% of the practicum students will complete student teaching with a grade C or better.

Maximize student parent success through access to center-based child development services

Student parents will maintain a minimum 2.0 GPA, persist with their education and graduate.

Assessment Strategy

Final grades - reviewed each semester; child attendance records and mid semester course enrollment - reviewed to ensure parent students are attending their classes.

Success Criteria

75% of the parent students will maintain a minimum 2.0 GPA while their children are enrolled in one of the Children's Programs.

College Police

Manager	Steve Dawson	Area type	Non-Academic

AED Training

The Police Department provides AED Traiing for the Distrcit. Greater participation by students is sought.

Assessment Strategy

Gain the support of ASSC to act as a venue to student particpation. Take counts of student participation.

Success Criteria

An increase of students taking the training over base year.

Increase Parking Fund Revenue

Increase revenue to parkng fund to relief budgetary stress in re: parking lot maint. And access.

Assessment Strategy

Increase advertizement of permit sales and increased enforcement, leads to increased annual funds generated through permits.

Success Criteria

Annual funds increase 10% over base year.

Tobacco Free Distrcit

Via a sub-group of the Safety Committee, update the Distrcits Smoking Policy #4215 to a policy of a Tobbacco Free Distrcit.

Assessment Strategy

To create a healthier, cleaner, and safer learning and work environment this matter is flowing through the shared govenance system, surveys have been completed, and the Governing Board process is to follow.

Success Criteria

The Board approval of a greatly enhanced policy.

DSP

Manager	Max Hartman		Area type	Student Support

Foster Student Communication Between DSP Students and Faculty

Students in DSP will communicate pertenent information regarding their accommodations in a professional and timely manner with appropriate staff and faculty.

Assessment Strategy

A: Instructors will be surveyed at least once per academic year regarding the professionalism and timeliness of DSP student communication. B: DSP students will be surveyed at least once per academic year for their own assessment of the professionalism and timeliness of their communication.

Success Criteria

Increase effective student communication each year, with an ultimate goal of at least 90%.

Student Success

Students with disabilties will demonstrate success in their courses of study.

Assessment Strategy

DSP student success will be compared with non-DSP student success. This analysis will take place every summer using Fall and Spring grades from previous year.

Success Criteria

DSP students will be as successful in the classroom as non-DSP students.

EOPS

Manager	Cynthia Simon		Area type	Student Support

The EOPS Program at Solano Community College will extend "over and above" educational opportunities for eligible students who have been historically underrepresented and meet both financial and educational program criteria.

Help students transitional access through college

EOPS students will attend the EOPS Bridge two day course will demonstrate greater success while attending college vs. non-bridge participants.

Assessment Strategy

EOPS Bridge student success will be compared to prior bridge participants for successful completion

Success Criteria

EOPS Bridge students will have a higher rate of success compared to non-bridge participants.

Increase admission of new EOPS students Hispanics and Afro-American males in EOPS Program

EOPS students will regularly attend EOPS counseling appointments, workshops and progress reports to ensure success in their "road map" to success.

Assessment Strategy

EOPS students will be compared to prior semester EOPS student success to determine completion rates, grade point average, and registering for their course during EOPS Priority Registration.

Success Criteria

EOPS students will have a higher rate of success from prior year EOPS students.

Increase the retention and persistence rates of continuing CARE students

The CARE Programam will increase the retention and persistence rates of continuing CARE student that are following their CARE Mutual Responsibility Contract (MRC).

Assessment Strategy

Numbers of CARE students that receives a certificate, degree, or transfer will be reveiwed. This data is collected every semester. Data will be collected through SAR's and Banner.

Success Criteria

Success will be dictated by retention of continuing and new students and increase in number of CARE reimbursement that are awarded by 5% each semester.

Increase the retention and persistence rates of continuing EOPS students

The EOPS Progaram will increase the retention and persistence rates of continuing EOPS student that are following their EOPS Mutual Responsibility Contract (MRC).

Assessment Strategy

Numbers of EOPS students that receive a certificate, degree, or transfer will be reveiwed. This data is collected every semester. Data will be collected through internal means, SAR's and Banner.

Success Criteria

Success will be dictated by retention of continuing and new students and increase in number of EOPS Book vouchers that are awarded by 5% each semester.

Facilities

Manager   Dave Froehlich

Area type   Non-Academic

Grounds and Facilities Maintenance

Students, staff and visitors will feel that the facilities and grounds are pleasant and comfortable as they move throughout the campus

Assessment Strategy

Questions related to respondents satisfaction with facilities and grounds will be included on annual survey.

Success Criteria

Survey will indicate high levels of satisfaction from respondents (over 80% of respondents satisfied or very satisfied)

Hazard Free Campus

Students, staff and visitors will be free from injury and/or exposure to hazards while using campus (center) facilities.

Assessment Strategy

Safety hazard identification will be highlighted on SWAAK, HAZMAT and other agency inspections/visits, as well as through the FFP and an annual Facilities Customer Satisfaction Survey every spring.

Success Criteria

Decreasing number hazards identified on SWAAK, HAZMAT reports. Analysis of customer survery will indicate no concerns about campus hazards.

Resource Efficiencies

The District will aggressively pursue reduced energy and other resource usage, as well as increased recycling and decreased waste generation.

Assessment Strategy

The District will meet the annually upgraded energy, conservation and recycling milestones of the SCCD Sustainability Plan.

Success Criteria

Measured through a "Sustainability Report to the District", accomplished and published by Facilities during the first quarter of each calendar year.

Financial Aid

Manager   Robin Darcangelo

Area type   Student Support

The mission of Solano Community College's Financial Aid Office is to be an active part in our student's educational journey. Our goal is to create change in students' lives by providing services, resources, and opportunities that minimizes financial barriers to higher education. We serve a diverse population with integrity, sensitivity, and respect, while maintaining the confidentiality of our students and their families. Our commitment is to comply with federal and state regulations as well as institutional policies and procedures.

Financial Aid Overview

Prospective students and current students will understand the types, sources and amounts of financial aid available; the applications required and deadline dates.

Assessment Strategy

Online survey once a year.

Success Criteria

75% will indicate they have a good understanding of the financial aid resources available.

Responsible Borrowing

Students will increase their understanding of responsible borrowing practices by utilizing the tools and resources available through the financial aid website.

Assessment Strategy

Entrance and Exit mandatory quiz.

Success Criteria

Annual reductions in default rate.

Satisfactory Academic Progress (SAP)

Students will learn and understand the Qualitative and Quantative requirements to meet Satisfactory Academic Progress (SAP) standards and maintain financial aid eligibility by completing a mandatory online workshop.

Assessment Strategy

Online Quiz /Survey once a year.

Success Criteria

Students response meets 80% of SAP quiz.

Grants

Manager	Lynette Gray	Area type	Non-Academic

Grants Management

Prepare Policy and Procedures for grants management, grant deliverables achievement, grant reporting and grant sustainability

Assessment Strategy

Review of Grants Management Policy and Procedures, documents and website for access to online tools.

Success Criteria

By 10/1/2012, the Grants Management unit will prepare and have approved operational grants policy and procedures.
By 12/31/2012, Grants Management Policy and Procedures will be online as will "How-to" and "Frequently Asked Questions" (FAQs)

Grants Planning Process

To strengthen SCC as an institution an Integrated Planning Process (IPP) for Grant seeking will be implemented.

The process will include a review and approval of grant applications/proposals prior to submission.

In order to meet timely deadlines the Grants IPP will connect with Fiscal, Student Services, Upper Management, Academic Senate, and other parties as identified, in a expedited manner. Approval to submit the grant application/proposal will be communicated to involved parties in plenty of time to complete the best, professional application/proposal.

Assessment Strategy

Streamlined Grants IPP tools and procedures will be created, reviewed and implemented by 6/30/2012.

Success Criteria

By 6/30/2013, the Grants Manager will have increased communication with all arms of institution by 25% from 7/1/2011.

Secure new Grant funding for SCC

Replace General Fund expenditures with direct grant allocated expenditures
State, Federal and private grant funds will be sought for all academic, administrative and student service areas
New grant funds will enable program efficiency in administration and institution wide
New grant funds will enable student competency in all academic areas

Assessment Strategy

Regular audits of Grant revenue and expenditures

Success Criteria

By 6/30/2013, Grants and Resource Development will increase grant applications submitted by 50% from the number of applications submitted 7/1/2010-6/30/2011.

HR

Manager	Charo Albaran	Area type	Non-Academic

Board Agenda Proecss

Evaluate the Human Resources Board agenda process to improve efficiency and effectiveness of reported information.

Assessment Strategy	Success Criteria
1) Review and revise the process in developing the Board Agenda 2) Gather input from Office of the Superintendant/President, Office of Human Resources and VP Ligioso	The Board agenda process will be more transparent, will provide detailed information, and will ensure Board action is assigned to appropriate staff and implemented.

Business Process Analysis for HR

Conduct a Business Process Analysis in the Office of Human Resources to improve response time and effectiveness.

Assessment Strategy	Success Criteria
1) Evaluate our services and response time by polling our customers and looking at our timelines. 2) Review workflow to identify inefficiencies 3) Identify additional training and resources needed to meet the needs of the College	The Office of Human Resources will be more functional and streamlined in providing services to both our internal and external customers.

Equity and Inclusion Advisory Council

Through the newly established Equity and Inclusion Advisory Council, build community relationships to enhance and support our goals to promote equity and inclusion for the College.

Assessment Strategy	Success Criteria
1) Review the updated/revised Diversity plan for relevance 2) Assess the local relationships established to increase awareness of equity and inclusion on our campus. 3) Monitor marketing of events to promote awareness on the SCC campus.	1) Diversity plan is updated and implement 2) Community outreach in increase awareness is increased. 3) Marketing strategy has been implemented to bring awareness of community events on diversity to the SCC campus.

Flex-Cal Committee

Continue to work closely with the Flex-Cal Committee to provide staff development that supports quality teaching and strategic goals.

Assessment Strategy	Success Criteria
Use Flex Cal evaluations to determine if ongoing needs are met in regards to specific training needed for the faculty.	Faculty will be trained and better prepared in the classroom.

Online Applicant Tracking System

Develop on-line employee recruitment process to reach the communities we serve.

Assessment Strategy	Success Criteria
1) Review the implementation of an online applicant tracking system that will provide efficiency in the hiring process. 2) Review hiring processes to create more efficiencies to make the online process work.	1) Hiring committees, managers and applicants will have access to the online application system to apply for all jobs. 2) Reduce recruitment time 3) Reduce paper flow in the recruitment process 4) Provide more real data in reviewing our success in the recruitment process.

On-line Sexual Harrassment, Discrimination, and Retaliation Prevention training

Partner with teachers' union (CTA) to support the District in providing on-line Sexual Harassment, Discrimination, and Retaliation prevention training for all SCC instructors on a volunteer basis.

Assessment Strategy	Success Criteria
1) Faculty and Staff that are required to participate in this training will be set up with a notification system of when and how often they are required to take the training. 2) HR will monitor those required to take training to ensure expectations are met.	1)Prevent harassment, discrimination, and retaliation in the academic setting/environment. Provide an awareness to create a safe environment for the entire SCC community.

Revision of Recruitment plan

Revise recruitment plan to hire quality faculty sensitive to our diverse student population

Assessment Strategy	Success Criteria
1) Monitor and assess applicant pools in the areas diversity, veteran status and benefit of advertisments strategies.	1) Update and revise the College's diversity plan. 2) Review and provide input in the revision of the faculty hiring process 3) Develop local relationships with constituant groups to generate diverse interest in the College's job vacancies. 3) Continue the development of a faculty team that can reach and teach students of all ethnic backgrounds, with all learning styles and those with disabilities.

IA

Manager	Peter Bostic	Area type	Non-Academic

Advancement Participation

Increase participation in Institutional Advancement and the Educational Foundation by 6/30/2014 in each category:
 - businesses/employers
 - faculty and staff
 - students and alumni
 - community members

Assessment Strategy	Success Criteria
Annual counts of participants in each category: - businesses/employers - faculty and staff - students and alumni - community members	Increase Foundation Board from seven active members to 30 by 6/30/2013 Increase donor data base from 3,000 to 10,000 prospects by 6/30/2014

Revenue Generation

Increase revenue generated for Solano Community College Educational Foundation

Assessment Strategy	Success Criteria
Regular audits of Foundation financial activity and balances.	Increase online giving from $5,000 year to $25,000 by 6/30/2014 Increase payroll deduction annual revenue from $6,000 year to $50,000 year by 6/30/2014 Increase Foundation Board giving from less than $10,000 annually to $100,000 annually by 6/30/2014 Increase private and government grants to college from less than $1 million to$5 million annually by 6/30/2015 Increase scholarship giving from $240,000 annually to $500,000 annually by 6/30/2015 Receive one planned gift per year by 6/30/2014

IT

Manager	Jim Ennis	Area type	Non-Academic

The mission of the Technology Services department is to provide reliable technology services to all district stakeholders in a timely and reasonable manner. We are very committed to meeting the needs, when fiscally and technologically possible, of all students, faculty and staff within the district. Technology Services will always seek to implement solutions that are innovative and supportive that will benefit the entire district as a whole and support the District's mission and vision.

Technology Resources

Students and employees are provided with technology resources to accomplish their functions.

Assessment Strategy	Success Criteria
Develop and administer a bi-annual survey of sample student and employee populations that measures the satisfaction with available technology resources.	80% of surveyed students and employees will be satisfied with the technology resources provided to allow them to accomplish their functions.

Technology Support

Employees are satisfied with the outcomes of their technology support requests.

Assessment Strategy	Success Criteria
Develop and conduct a survey that gets sent automatically or utilize a survey tool to send out to all potential users of a technology support request that measures the level of satisfaction with the support provided.	80% of survey respondents will be satisfied with the support services provided

Liberal Arts

Manager	Jeff Lamb	Area type	Academic

ART History (1 of 3)

Analyze and compare the formal qualities of art and relate form to cultural function.

Assessment Strategy	Success Criteria
In-class exercises and discussions demonstrating understanding of lecture and reading material. Written rubric to evaluate writing assignments utilizing scholarly resources and critical thinking skills. Two comprehensive exams per course to demonstrate mastery of concepts and critical thinking skills.	

Library

Manager	Jeff Lamb	Area type	Academic

Access

Provide a library environment that attracts and supports students from our diverse community to increase success via access to information.

Assessment Strategy	Success Criteria
Study areas of the Library related to Access: Collections (books, databases, periodicals), Interlibrary Loan, Website usability, Cataloging,Textbook Reserves	High usage of area and/or user happiness with access

Service

Support and expand library services to address the current and future educational needs of the students and the college.

Assessment Strategy	Success Criteria
Study all Service areas of Library including: Circulation Desk, Student Workers, Reference Desk,Acquisitions,Library technologies	High usaage of services and/or student satisfaction

Student Workers

Student Workers will learn how to reshelve books through problem solving techniques.

Assessment Strategy	Success Criteria
Each student worker will be given a test set of books to see if s/he can successfully determine shelving rules and techniques.	The students will be given instruction about what to do if mis-shelved books are found. The supervisor will evaluate results.

Mathematics

Manager	Betsy Julian	Area type	Academic

To improve student retention and success

Communicate solutions

Successful students will be able to effectively communicate solution(s) to problems at a level appropriate for each course.

Assessment Strategy	Success Criteria
Course SLOs will be used to assess the PLO.	70% of successful students will be able to effectively communicate the solution to problems at a level appropriate for each course.

Problem Solving

The successful student will be able to solve problems applying appropriate math concepts and ideas.

Assessment Strategy	Success Criteria
Use course SLOs to show whether or not students are learning to solve problems at an appropriate level.	70% of successful students will be able to solve problems at an appropriate level for each course in the sequence.

MESA

Manager	Mostafa Ghous	Area type	Student Support

Student Eligibility

Ensure all students are eligible for MESA enrollment

Assessment Strategy	Success Criteria

Political Science

Manager	Jeff Lamb	Area type	Academic

Students will acquire an understanding of basic citizenship skills

Assessment Strategy	Success Criteria

Presidents Office

Manager	Jowel Laguerre	Area type	Non-Academic

Board of Trustees Support

Board of trustees will be satisfied with the support services provided by SPO

Assessment Strategy	Success Criteria
Once a year Board of Trustees willengage in a brief focus group to evaluate potential service improvements.	Board of Trustees will not identify any possible improvemnts to service

Employee training

Faculty and staff will be provided with training opportunities to address identified needs.

Assessment Strategy	Success Criteria
SPO will conduct an annual review with SPC to help identify areas of need for the coming year. At the end of the year a review of training opportunities in identified areas will be conducted.	Annual review will demonstrate effective spending of resources to deliver training in identified areas.

Quality Service

The college community is satisfied with the quality of service provided by SPO

Assessment Strategy	Success Criteria
A yearly survey will be issued to the college community.	Survey will indicate 80% of respondents are satisfied with the service from SPO

Recruitment

Manager	Shemila Johnson	Area type	Non-Academic

Increase international student enrollment

To increase enrollment of international students (f-1 Visa) annually.

Assessment Strategy	Success Criteria
Track number of F-1 students that inquire about Solano and enroll. Data to be examined annually.	An increase of F-1 students enroll annually, would like to see an increase of 3% each year.

Increase Solano Community College visibility within the county

SCC visibility in the middle schools, high schools, adult and continuation schools will be increased.

Assessment Strategy	Success Criteria
Number of visits to various schools will be tracked. The data will be examined each year.	We will see a decrease in duplicative recruitment efforts between Financial Aid and Counseling areas and attend more K-12, adult school, continuation school, career and education fair outreach events.

Update Technology Usage in Recruitment of International Students

Update the content, photos and information provided on our international page of the college website. Create YouTube video highlighting SCC's international students. Create video chat option for communicating with potential international students.

Assessment Strategy	Success Criteria
Survey current international students on clarity and usefulness of updated page. Track number of hits to our video. Track the number of students that found us via internet search.	Increase enrollment due to our use of technology.

Research and Planning

Manager	Peter Cammish	Area type	Non-Academic

To provide timely and relevant research…..

Access and Interpret Data

Solano College Employees, students and the general public will be able to access data and interpret needed data

Assessment Strategy	Success Criteria
As we move to more online and self service data we will be able to use annual web statistics to get an idea of haw many users are accessing data. We can also use the rubric that will be used to assess planning documents to get an idea of how well data is being interpreted in the decision making process.	Increasing number of hits and data report web pages. Increasing quality of data based decision makiing as scored on rubric.

Intergrate Data in Planning

Solano College employees will intergrate appropriate data into program review reports as well as other planning documents.

Assessment Strategy	Success Criteria
For each program review score on rubric along dimensions of data quality, data timeliness, data relevance and quality of decision making. Outcome will be assessed onceevery academic year.	Increasing average scores along each dimension over baseline year (2011-2012)

Support Mandated Reporting

Institutional research will provide support ro requested state or federal reports to ensure that they are submitted on time and accurately.

Assessment Strategy	Success Criteria
Count numbers of reports submitted late and number of errors returned from final report for reports that have IRP support.	All reports that have IRP support for submission (eg IPEDS) will be submitted on time and be free from reported errors.

Understand IPP

Solano College employees will understand and participate in the Intergrated Planning Process

Assessment Strategy	Success Criteria
ALG will be surveyed on an annual basis on their understanding of the IPP. Questions will look at how well the user understands the process as well as what planning activities they have participated in.	Analysis of survey results will demonstrate increasing knowledge and participation in the process.

Student Development

Manager	Mostafa Ghous	Area type	Student Support

Compliance

Ensure student clubs are in compliance

Assessment Strategy	Success Criteria
Annual check	All clubs in compliance

Student Health Center

Manager	Mostafa Ghous	Area type	Student Support

Students will receive health services at the Vallejo and Vacaville campuses

The Public Health Nurse from the Student Health Center will offer health services to the Vallejo and Vacaville campuses.

Assessment Strategy	Success Criteria
A log of Public Health Nurse visits to Vallejo and Vacaville campuses will be kept; a log of the number of students/staff seen by the Public Health Nurse at the Vallejo and Vacaville campuses with be kept; a log of health center activities provided to the Vallejo and Vacaville campuses will be kept.	Vallejo and Vacaville campus will receive at least 3 visits/semester/site; students will seek services at the Vallejo and Vacaville Health Offices as evidenced by log kept of student contact with Public Health Nurse; the Vallejo and Vacaville campuses will have health center activities (e.g. Tobacco Cessation workshops, Flu information bags distributed, Dr. Ssex Safe Sex Clinic) as evidenced by log kept of number of health center activities at each site.

Reduced infectious disease exposure to students

Exposure to infectious diseases can cause illness, exposure of disease to others, and missed school days. Indicators of exposure to infectious disease is monitored through Tuberculin skin testing, HIV test, STD urine test for Chlamydia/gonorrhea, and Strep. Test. Prevention strategies for exposure to infectious diseases are use of condoms for safe sex, health education re: safe sex, use of hand sanitizer, and receiving an annual flu vaccine.

Assessment Strategy

Log will be kept on number of Tuberculin skin tests (PPD) given and number of referrals to Health Care Provider (e.g. Physician, Primary Care/FHS or Public Health Nursing for positive Tuberculin skin test; number of flu vaccines given; number of Strept. throat tests performed and number of referrals to Health Care Provider (e.g. Physician, Primary Care/FHS) for postivie Strep. tests; number of HIV/STD tests performed and number of referrals to STD Clinic or health care provider (e.g. physician, Primary Care Clinic/FHS, Planned Parenthood) for positive HIV/STD test; number of visits for condoms; number of Dr. Safe Ssex Clinics for health education in safe sex practices and number of student who attend Dr. Safe Ssex Clinics.

Success Criteria

Every semester students will use the Health Center to obtain Tuberculing skin testing, flu vaccine, Strep. throat testing, HIV tests, STD tests, condoms, and referrals to clinics for STD/HIV testing.   Student will attend Dr. Safe Ssex Clinics.

Reduced Mental Stress of students

Reduced Mental Stress of students by providing mental health counseling on campus, providing depression screening at the Student Health Center, referring students to crisis/mental health counseling as indicated by health screenings performed by Public Health Nurse. Mental stress effects well-being and academic performance; suffering, suicide ideations/attempts, poor interpersonal skills, are some of the affects of mental stress.

Assessment Strategy

Log number of students who access Mental Health counselor on campus each semester and log number of referrals to crisis help/mental health/rape crisis/SCC Counselor/Suicide prevention each semester for students; log number of depression screens performed/semester; log number of visits to Public Health Nurse for Mental Health/Stress/Loss/Emotional Support

Success Criteria

Students will use services of Aldea Mental Health Therapist 1-4 times/week; Public Health Nurse will offer Depression screening to students, Student Health Center and Public Health Nurse will offer mental health assessment/health education/referral to students

Reduced substance use by students

Substance use effects academic performance as well as health

Assessment Strategy

Educate students on tobacco cessation at "Quit Tobacco in 5 Weeks" workshops

Success Criteria

Keep log of attendance at workshops and number of workshops given per semester; follow-up with workshop participants 3 months after workshop completed to check on status of substance use (tobacco)

Students will access the Student Health Center for their health decisions

The Student Health Center offers students health care services (e.g. free condoms, pregnancy testing, hearing screening) for students to access for their health decisions

Assessment Strategy

A Student Visit Log will be kept of the number of student served at the Student Health Center each day the center is open; log will identify reason for visit, services rendered, health teaching given and referrals

Success Criteria

Student will use the Student Health Center for health services as evidenced by Student Visit Log.

Tutoring

| Manager | Marie Mayne | Area type | Student Support |

Access to Tutoring

Student will be able to access tutoring services.

Assessment Strategy	Success Criteria
Semester count of tutoring sessions through ACCU Track software system.	Number of unique students receiving tutoring will increase (relative to overall enrollment) each year.

Effective Tutors

Students who work as tutors will gain experience in how to be an effective and committed peer tutor for a diverse population in the Tutoring Center.

Assessment Strategy	Success Criteria
Review evaluations from students who received tutoring (tutees).	Evaluations from students receiving tutoring will indicate level of satisfatction with tutoring received.

Student Success

Students who receive tutoring will be better prepared for achieving academic success through their commitment to participate in the on-going tutoring sessions. Measured by end of semester evaluations from tutees.

Assessment Strategy	Success Criteria
Individual academic milestones reached throughout the semester as determined by the tutor, the student or the final grade in the course will be determined.	Success rates of students receiving tutoring will be compared with students who do not receive tutoring.

Vacaville Center

Manager   Shirley Lewis   Area type   Non-Academic

Academic Support Services

Students are provided with academic support services to stay in school.

Assessment Strategy	Success Criteria
Students will be surveyed on their satisfaction with the level of support services at the Center. Data will be collected on types and levels of service; hours of operation; and support services staffing.	80% of students are satisfied with the level of support services at the Center. We will aim to provide a level of support services comparable to that provided at the Main Campus.

Front Counter Services

Students receives accurate information and the necessary tools to matriculate into the college and make informed educational decisions.

Assessment Strategy	Success Criteria
Student surveys	80% of the students surveyed feel satisfied with the Front Counter services.

Vallejo Center

Manager   Jerry Kea   Area type   Non-Academic

Improve academic student services

The Center will increase access to academic student services, including Library services.

Assessment Strategy	Success Criteria
The access and use of academic student services will be compared to former use.	Students use and thus have greater access to the academic services-and thereby academic success-indicated by cusomter tallys and surveys.

Improve enrollment management services

The Center will increase access to enrollment services to the students.

Assessment Strategy	Success Criteria
The acccess and use of the Enrollment Service will be compared to the former use.	Students use and thus have greater access to enrollment services indicated by cusomter tallys and surveys.

Strenghten Community Relations

The Center will increase connections with Benicia government, school district, and business.

Assessment Strategy	Success Criteria
Log visits, contacts, minutes of City Hall meetings, and Chamber mixers.	Attend at least 3 meetings from all interest groups identified.

Veterans Affairs

Manager	Amy Utt	Area type	Student Support

Access to veterans services

Veterans will be able to easily access UDA-VA Vet Center counselling services. Veterans Affairs will promote access to services.

Assessment Strategy	Success Criteria
Every year counts of veterans using USD-VA Vet Center counseling services will be collected.	5% increase over baseline in number of unique visitors and total number of visits.

Decrease the amount of refunds printed to the student that are owed to the VA

Regulation have changed regarding individuals receiving Chapter 33 Post 9/11 and Financial Aid. All tuition is now required to be returned to VA if the students is approved for a BOGG Waiver.

Assessment Strategy	Success Criteria
Request Tuition and Fees from VA after the term begins Run daily report that reflects students approved for Financial Aid that are also receiving Chapter 33 Post 9/11 Compare data to evaluate the number of refunds issued to students versus to VA	Decrease in the number of refunds issued to students versus to VA

Veterans Success Through Counseling

Veterans will be comparably successful and satisfied with USD-VA Vet Center counseling services. USD-VA Vet Center Counselor will provide counseling for readjusting to society, family life, school and various other topics. Techniques will be provided to assist in the Veteran successfully adjusting to life outside the military.

Assessment Strategy	Success Criteria
Every year student success data on veterans will be collected. This will include retention and grade performance. Veterans affairs will also issue a survey every two years to get an indication of satisfaction levels.	Veterans student success indicators (retention and grades) will be comparable with non-Veteran students. The survey will indicate that 80% of respondents are satisfied or very satisfied with the quality of counseling received.

Workforce Dev

Manager	Deborah Mann	Area type	Academic

Solano Community College partners with local businesses, industry, and agencies to develop training and education solutions for workforce needs.

Develop Career Pathways for students

Through partnerships with industry, other colleges, BACCCC and SCOE, develop career pathways for students from middle school through SCC job skills/certificate/degree completion.

Assessment Strategy	Success Criteria
Work with SCOE and SCC deans and faculty to develop pathways for students. Develop strategies, curriculum, partnerships and programs to move development forward.	Programs developed in collaboration with partners that meet partner and student needs and show movement through pathways.

Develop strategic partnerships

Develop strategic partnerships with industry groups, local businesses, other colleges, local, regional, and state-wide committees and groups, Solano County Office of Education, and Deans, faculty and staff throughout the campus.

Assessment Strategy	Success Criteria
Relationships result in contracts, invitations to participate in regional and state wide projects and grant opportunities, access to faculty and curriculum for WED and CTE programs, and development of college industry advisory groups.	Generate revenue over expense each fiscal year; SCC is invited to participate in successful projects and grants that result in dollars dedicated to developing programs, curriculum and faculty for SCC; advisory committees for CTE programs are developed and meetings planned and implemented.

Generate Revenue

Generate revenue over expense in all programs of responsibiluty, including workforce development and contract education and training.

Assessment Strategy	Success Criteria
In each fiscal year there should be a positive revenue variance in area budgets.	Develop and deliver programs, write contracts and grants, that serve clients, students and workers, with an end result of excess revenue over expense each fiscal year.

Provide funds for campus CTE Development

Develop CTE curriculum, buy equipment and materials for programs, and provide professional development for faculty and staff.

Assessment Strategy	Success Criteria

Program Outcome

Aeronautics   Associates

Have a working knowledge to inspect, maintain, service and repair aircraft electrical, engine (piston and turbine), airframe structure, flight control, hydraulics, pneumatic, fuel, navigation and instrument systems and other aircraft components specified by the Federal Aviation Regulation Part 147

Demonstrate proficient, entry-level aviation maintenance skills in Airframe and Powerplant with emphasis on aircraft engines, aircraft structures, and aircraft systems

Obtain an FAA Airframe and Powerplant License upon completion of the Federal Aviation Administration (FAA) knowledge, oral practical and written examination in General, Airframe, and Powerplant subjects.

Art - 2-D   Associates

PLO 1: Students will analyze, apply and integrate diverse visual experiences.

PLO 2: Students will develop and articulate with proficiency an understanding of visual and multi-cultural literacy.

PLO 3: Students will work independently and cooperatively to solve creative problems, applying critical thinking skills.

Art - 3D   Associates

PLO 3: Students will work independently and cooperatively to solve creative problems, applying critical thinking skills.

PLO 1: Students will analyze, apply and integrate diverse visual experiences.

PLO 2: Students will develop and articulate with proficiency an understanding of visual and multi-cultural literacy.

Art - Graphic Design   Associates

PLO 2: Students will develop and articulate with proficiency an understanding of visual and multi-cultural literacy.

PLO 3: Students will work independently and cooperatively to solve creative problems, applying critical thinking skills.

PLO 1: Students will analyze, apply and integrate diverse visual experiences.

Art - History   Associates

PLO 1: Students will analyze, apply and integrate diverse visual experiences.

PLO 3: Students will work independently and cooperatively to solve creative problems, applying critical thinking skills.

PLO 2: Students will develop and articulate with proficiency an understanding of visual and multi-cultural literacy.

Biology   Associates

Program Level Outcome 2 Describe the molecular basis of genetics and energetics.

Program Level Outcome 3 Explain the principles and mechanisms of microevolution and macroevolution

Program Level Outcome 1 Students will be able to design and/or interpret an investigation, including data collection and/or analysis.

Business Insurance   Associates

Understand the financial and human consequences of loss. Property and casualty exposures.

What are the risk management techniques available to handle exposure to loss and the use of risk modification

Understand the insurance process, the segments of insurance, and the consequences of insurance contracts in mitigating loss

Apply the insurance principles in potential and real business and personal loss exposures.

Understand the exposures to loss faced by an individual and/or corporation

Chemistry   Associates

Interpret and analyze chemical data

Apply chemical bonding knowledge to structural analysis

Chemical reactions

Develop various lab techniques

Formulate and write names for chemical compounds

Analyze chemical problems

CIS Programming   Associates

"PLO 3Effective oral and written communication."

"PLO 1Demonstrate an understanding of the computer science industry both from the hardware, software, and networking perspective"

"PLO 2Demonstrate programming skills, at beginning level, in at least 2 programming languages and be proficient in using the programming development tools."

Computer Forneics   Associates

Perform complex operation and management of computer-based software systems.

Setup and maintain computer-based hardware systems.

Perform a computer investigation.

Understand the legal principles and practices of computer investigations.

Cosmetology   Certificate

Mandated Clinic Laboratory hours completed - Desk and Reception Training - Business and Communication skills developed - Sales and retail product knowledge.

Contrast and compare the skills and concepts as required by the California State Board of Barbering and Cosmetology.

Interpret and apply cosmetological theories as required for theoretical and practical applications.

Translate and identify the differences between chemical and non-chemical changes as related to Cosmetology.

Employ and demonstrate the theories as related to sanitation, sterilization and rules and regulations as mandated by the Cosmetology Act and the Rules and Regulations - State approved textbooks.

Criminal Justice   Associates

Demonstrate reading, writing, and analytical skills necessary to succeed in college.

Demonstrate comprehension of the principles and procedures of Criminal Justice that will enable students to seek careers in law enforcement and/or corrections related positions.

Drafting Technology   Associates

Demonstrate proficiency using industry standard computer aided drafting/design CADD software programs.

Demonstrate proficiency at reading, drawing and dimensioning industry standard drawings in the fields of Mechanical, Civil, Architectural and Electronic drafting and design.

Demonstrate proficiency at reading, drawing and dimensioning industry standard drawings in the fields of Mechanical, Civil, Architectural and Electronic drafting and design.

Demonstrate proficiency using industry standard computer aided drafting/design CADD software programs.

Early Childhood Education   Associates

Child Development Theory, Research, Current Trends

Contextual Development: Family, Culture, Community &Meaningful Relationships

Curriculum Development based on Observations and Assessment

Reflective Practice, Self Awareness

English   Associates

Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies.

Explore and demonstrate creative writing potential including the practice and study of diverse literatures and publishing.

Demonstrate, through the study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience of reading literature from different perspectives can better prepare one for meaningful participation in a diverse global community.

Demonstrate college-level reading, writing, and analytical skills, such as the ability to use texts to generate and analyze arguments, collect, evaluate and synthesize evidence and proofs, and to understand the value of critical thinking and its applications.

Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity.

ESL   Other

Participate and succeed in 300-level English courses and other courses with the "SCC minimum English" advisory.

Choose the appropriate language for specific situations in the classroom

Ethnic Studies   Associates

Understanding the impact of culture and the significance of history, and literature.

Competence in understanding the unique contributions of ethnic groups in American Society

Increase understanding of diverse ethnic groups in american society

Develop competence as it pertains to various ethnic groups including an understanding of their social, economic, political and philosophical development.

Fire Tech   Certificate

Upon successful completion of the Fire Technology Program, the student will be able to calculate flow requirements for fire apparatus; diagram a pump and plumbing schematic for fire apparatus; and apply mathematic formulae to hydraulics problems.

Upon successful completion of the Fire Technology Program, the student will be able to analyze the causes of fire; determine extinguishing agents and methods; differentiate the stages of the fire and fire development; and compare methods of heat transfer.

Upon successful completion of the Fire Technology Program, the student will be able to identify minimum qualifications and entry-level skills for fire fighter hiring.

Upon successful completion of the Fire Technology Program, the student will be able to demonstrate knowledge of fire service history, culture and diversity.

Upon successful completion of the Fire Technology Program, the student will be able to demonstrate the ability to analyze, appraise and evaluate fire and emergency incidents and identify components of emergency management and fire fighter safety.

Upon successful completion of the Fire Technology Program, the student will be able to identify and describe common types of building construction and conditions associated with structural collapse and fire fighter safety.

Upon successful completion of the Fire Technology Program, the student will be able to differentiate between fire detection and fire suppression systems; design and diagram a wet and dry fire protection system; and identify alarm system components and their operations.

Upon successful completion of the Fire Technology Program, the student will be able to 4. Identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them, especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.

Foreign Languages Program (General)   Associates

Read, write, speak, listen, and engage with the target culture in more than one language , at the novice-mid to advanced proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines and the ILR Culture Proficiency Guidelines. (Minimum of 20 units)

Horticulture   Associates

Lay out a landscape.

Design a landscape.

Estimate the cost of a landscape.

Human Services   Associates

Development of basic knowledge within the field of Human Services.

Development of cultural competency, group facilitation, and case management skills.

Application of Human Services knowledge and skills.

Industrial Biotechnology   Associates

A successful student should understand the structure and function of protein pharmaceuticals and evaluate which protein properties a production facility can exploit to purify a particular protein from other cellular components.

In preparation to working at a biotechnology company, a successful student should be able to construct a pathway analyzing how a drug or biologic is produced by genetically engineered cells and subsequently purified.

Insurance   Certificate

Apply the insurance principles in potential and real business and personal loss exposures.

What are the risk management techniques available to handle exposure to loss and the use of risk modification

Understand the financial and human consequences of loss. Property and casualty exposures.

Understand the insurance process, the segments of insurance, and the consequences of insurance contracts in mitigating loss

Understand the exposures to loss faced by an individual and/or corporation

Interdisciplinary Studies - Science & Quantitative Reasoning   Associates

PLO1 Students will demonstrate analytical and/or conceptual problem solving skills

PLO2 Students will learn to carry out experiments and critically assess their data. Students will learn the roles of hypotheses, measurement, and analysis in the development of scientific theory as evidenced by laboratory reports.

PLO3 Students will learn how to write a laboratory report or give an oral presentation

Library Studies

Improve student success through information competency instruction.

Math   Associates

Effectively communicate solution(s).

Solve a problem applying appropriate math concepts and ideas.

Mechatronics   Associates

Safely operate a variety of testing instruments and diagnostic tools.

Analyze complex systems and diagnose/troubleshoot problems.

Recognize complex systems and understand their function, operation, advantages and disadvantages.

Micro Computer Applications   Associates

Demonstrate knowledge of application software such as word processing, spread sheets, personal information management, database, operating systems, and networking, presentation and html editors.

Understand Visual Basic programming.

Effective oral and written communication.

Music   Associates

Learn and rehearse a piece utilizing various musical techniques

Analyze/compose a musical exercise using a variety of technical skills.

Critically evaluate a musical work.

Nursing   Associates

Program Attrition

Preceptor Survey

NCLEX Pass Rate

Photography   Associates

Demonstrate and comprehend the technical components of digital cameras and Adobe Photoshop to effectively photograph and utilize digital enhancements with visual literacy.

Physical Education   Associates

Demonstrate an understanding of the current trends and practices in human performance and the importance of diet and exercise for lifetime fitness.

Understand the psychological, physiological, and social benefits of physical activity.

Demonstrate an understanding of the 5 basic components of fitness (including the F.I.T.T.) and the R.I.C.E. principle.

Physics   Associates

Students will learn to carry out experiments and critically assess their data. Students will learn the role of hypotheses, measurement and analysis in the development of scientific theory as evidence by laboratory reports.

Students will learn how to write a laboratory report or give an oral presentation.

Students will demonstrate analytical and/or conceptual problem solving skills.

Political Science   Associates

Expand knowledge and understanding of governmental systems and world politics. Apply political science skills to critically analyze and evaluate world governments, political movements and political change

Increase intellectual curiosity and political awareness

Develop awareness of cultural, social, political, environmental and economic forces in the US and world and arrive at a higher level of understanding of cultural and political diversity

Demonstrate competency in the SCC "Core Four" competencies

Demonstrate reading, writing, and analytical skills necessary to succeed in college, to transfer to four-year institutions, and to increase career and professional opportunities.

Acquire an understanding of basic citizenship skills and requisite knowledge

Psychology   Associates

1. Students will demonstrate an understanding of major theories and applications of psychology.

2. Students will successfully complete required psychology (major) program courses.

Science, General   Associates

PLO1 Students will demonstrate analytical and/or conceptual problem solving skills

PLO3 Students will learn how to write a laboratory report or give an oral presentation

PLO2 Students will learn to carry out experiments and critically assess their data. Students will learn the roles of hypotheses, measurement, and analysis in the development of scientific theory as evidenced by laboratory reports.

Speech   Associates

Understand the process of communication and communication methods in multiple contexts.

 Comprehend the skills and techniques necessary to be organized, confident communicators in a variety of classroom settings.

Communicate utilizing a variety of performance methods.

Critically evaluate speeches, debates, and other communicative performances.

Theatre Arts   Associates

Demonstrate comprehension of vocal and physical performance techniques.

Demonstrate comprehension of technical and artistic production elements including stagecraft, scenery, costumes, lighting, and sound.

Read and analyze written materials for context, theme, and dramatic intent.

University Studies - Science & Quantitative Reasoning   Associates

Students will learn to carry out experiments and critically assess their data. Students will learn the roles of hypotheses, measurement, and analysis in the development of scientific theory as evidenced by laboratory reports.

Students will learn how to write a laboratory report or give an oral presentation

Students will demonstrate analytical and/or conceptual problem solving skills

Wastewater Technology   Associates

Treatment methods & technology

Technology, laws and regulations

Certification of plant operators

Water Technology   Associates

Treatment methods & technology

Technology, laws and regulations

Certification of plant operators

Web Development & Adminstration   Associates

Properly use design elements and an html editor in creating web pages.

Describe and explain the use of a database in a website utilizing input forms, queries, and data base results.

Develop a project incorporating CSS, search forms, tables, photo galleries, shared borders, themes, interactive components, dynamic web pages and publish to a web site.

Link to [E3.14: ILO Assessment Questionnaire - Faculty Version]

Link to [E3.15: ILO Assessment Questionnaire - Student Version]