

TAFT COLLEGE

Annual Student Learning Outcomes Report 2012-2013



August 2013

Taft College Annual Student Learning Outcomes Report 2012-2013

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This report and other related reports can be found at <http://planning.taftcollege.edu>

Taft College Annual Student Learning Outcomes Report 2012-2013

Overview

Taft College's Annual Student Learning Outcomes Report is a companion document to the Educational Master Plan Goals document and the Annual Program Review Reports (APRR) document. The Annual Student Learning Outcomes Report contains the following sections for each instructional and student services program at Taft College:

- Program Mission Statement
- Academic Degree, Certificate, and Student Services Programs:
 - Course Level SLO Summary Report
 - Program Level SLO Summary Report
 - Additional Information: Summary of Discussions
 - Additional Information: Specific Findings

Descriptions of each of these sections can be found in the *How To Guide for Annual Program Review Reports and Annual Program Goal Forms 2012-2013* and the *How To Guide for Student Learning Outcomes 2012-2013* available for download at <http://planning.taftcollege.edu>.

Summary of Institutional Level Student Learning Outcomes

This section contains the findings for each of the institutional student learning outcomes.

Introduction

Taft College's mission is a commitment to student learning in transfer and career and technical educational programs supported by pre-collegiate basic skills and a wide range of student services. The institutional student learning outcomes were first proposed to the Academic Senate in August 2007 and a final version was adopted by the Senate in early 2008. Formal assessment of the SLOs did not commence until spring 2010. These SLOs were assessed through various means during the past several years and in the spring of 2012 the campus at large was requested to assess an additional SLO for Evidence Based Reasoning. The following represents the findings from the 2010 through 2013 assessment activities.

Communication

Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension, and write clearly and effectively.

This institutional SLO has been divided into five sub-level outcomes.

A. Deliver focused and coherent presentations.

Only two discipline areas assessed this SLO during the Fall of 2012 cycle and found that students were predominantly in the developmental and mastery stages. The students assessed were in transfer level courses. It is not known if the students had participated in the speech classes required for transfer. In examining the assessment results for the speech classes, students appear to be proficient at analyzing a situation in order to organize and deliver speeches for any occasion; use voice, body movement, and eye contact appropriately to deliver speeches; and students have good use of visual aids. With limited assessment of this ISLO, it is not known where students are learning how to deliver presentations and if this is occurring at all levels on the campus.

B. Student writes clearly and effectively at an associate degree level upon graduation.

The three classes that assessed the institutional level SLO found a slow increase in proficiency from the associate degree level (1000 level course) moving towards mastery in the transfer/freshman level course (1500) to the highest level proficiency in the sophomore level course (2000). This is a progression the college would like to see. There is limited data to ascertain if this is a trend throughout the campus.

The other three sub-level communication SLOs were not assessed during this academic cycle. These are:

C. Demonstrate speaking abilities.

D. Demonstrate competence in both active and emphatic listening.

E. Active reading skills and thorough comprehension.

Critical and Creative Thinking

Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems.

This ISLO has six sub-level SLOs based on Bloom's Taxonomy. Each sub-level was assigned to the corresponding course level. For example:

Knowledge and Understanding → Less than Associate degree level (less than 1000).

Analyze and Evaluate → Freshman level courses (1500)

Innovate with existing elements and Creative Thinking to create new knowledge → Sophomore level courses (2000).

A. Knowledge - Student remembers or recognizes information or specifics as communicated with little assimilation.

Students appear to be able to recall data and information. Students gain increased adeptness as they progress through the higher level classes. Results show that this was true even for students in the lower level math classes.

B. Understanding - Student grasps the meaning behind the information and interprets, translates, and comprehends the information.

Once again, the data indicates students are able to explain, summarize in one's own words, the principles and tasks in specific disciplines. Higher levels were found in the more advanced classes.

C. Analyze - Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.

At this level data shows students in the associate degree level courses (1000) have scores spread across the level where sophomore level courses show a leaning towards more mastery of the skill. A higher percentage of students demonstrated an introductory level proficiency for their ability to analyze.

D. Evaluate - Student judges or evaluates information based upon standards and criteria, values and opinions.

The majority of students were in the developmental and mastery levels of this SLO. A variety of disciplines assessed this SLO from Management to Early Care and Education, Family Studies. In the course where critical thinking is taught, English 1600, a higher percentage of students scored in the introductory range perhaps indicating a higher scrutiny by the instructor of what constitutes critical thinking.

E. Creative Thinking - Student constructs with innovative thinking by extending a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

This SLO has yet to be assessed.

F. Critical Thinking

Write piece.

Computation

Graduates should be able to solve problems involving data gathering analysis, apply mathematical concepts, and use technology in these processes.

There are two sub-levels for this SLO.

- A. Apply mathematical concepts to a variety of everyday life situations.*
- B. Solve problems involving data gathering and analysis.*

The sub-level SLOs were not assessed during this cycle. They have now been embedded at the course level for assessment during the 2013-2014 academic year. There is data at the course level that would suggest students are able to solve mathematical problems when given the problems however, there is no data to determine if they can solve problems outside of the class.

Community/ Global Consciousness and Responsibility

Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.

Nine sub-level SLOs have been developed from this area, however, no assessment have taken place. The Social Science division will check to see how many they can assess during the 2013-2014 cycle.

Evidence Based Reasoning

Graduates should apply evidence based reasoning when analyzing and evaluating texts, ideas, works of art, scientific, and mathematical problems.

An additional SLO was added for clarification of critical thinking. The Evidence Based Reasoning ISLO describes critical thinking with a specific rubric so that there would be more consistency in evaluation of student achievement towards this outcome. Overall, approximately 30% of the students were at a level of mastery and upon further examination of the data, it was found that the lower the college level, the lower percentage of students scored at the mastery level while at sophomore level courses (2000), students ranged from 96% to 25%. Students scored the highest in higher level science. It was noted that there was some inconsistency with some very low level courses having students score in a high range. Taft College will need to check interrater reliability.

Recommendations Institutional Level Student Learning Outcomes

After a review of the findings and analysis the following recommendations are suggested for consideration:

1. Revisit the institutional level student learning outcomes for discussion as to the perception of the definitions of each of the outcomes allowing faculty to address interrater reliability.
2. Develop a more descriptive rubric so users are making similar comparisons of student work.
3. Review the methods of evaluations to ensure assessments are actually assessing the desired learning outcomes
4. Provide professional development to support various pedagogy for teaching each of the institutional level student learning outcomes.

Student Learning Outcomes Summaries by Academic Program

The following section contains the academic student learning outcomes findings and conclusions by program.

Program: Accounting AS Degree & Certificate
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The Department of Accounting mission is to demonstrate the usefulness of accounting information in all types of organizations and begin preparing students from diverse backgrounds for professional careers in accounting by offering high-quality instruction emphasizing technical competence, communication, critical thinking, interpersonal awareness, and ethical practices.

Course Level SLO Summary

BSAD 22220 - Introduction to Financial Accounting

Findings:

Students who attend class do better. Students who use study groups do better. Students who do well in the first 6 chapters are more likely to succeed in this level and the next level of accounting.

Recommendations:

1. An extended problem that spirals accounting information may be of help, but most students are not doing homework anyway, and an extended problem might merely drive scores even lower.
2. Tutors are always needed for accounting, but when students are ready to tutor, they transfer to the university.
3. Students need stronger study, writing, and reading skills to help them in other courses so they can complete their accounting courses more readily.
4. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BSAD 2221 – Introduction to Managerial Accounting

Findings:

More than the majority of students are able to interpret cost data and prepare specialized reports accurately.
Students do not do well in transfer of skill sets across differing fact patterns.

Recommendations:

1. Offer more practice sets in which skills must be applied differently.
2. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BUSN 1050 - Business Mathematics**Findings:**

The majority of students do well with basic math, ratio and proportions, pricing, and discounts. Students do not do well with mark-ups, mark-downs, future value, and loans. Tutors continue to be a big help to students as this course is offline, and students have little resources other than the textbook to help them.

Recommendations:

1. A new textbook needs to be brought into this program, one that has the essential core content and which uses specific examples to show the processes for solving problems which are then repeated in the homework challenges. This project has been underway for two years, and the division hopes to make this change in 2013.

Changes:

Problem sets have been refined and more fully coordinate with examinations. This has led to the improvement in both success and persistence rates for this course.

BUSN 1051, 1052 - General Accounting**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

1. The division has been discussing this two course sequence. It is believed that the text for this course is really a college level accounting text, and it should be more of a bookkeeping text. The search has been underway for a year to find a better text to meet the students needs in these non-transferable courses.

Changes:

Homework was realigned to more closely match the examination questions.

BUSN 1053 - Computerized Accounting**Findings:**

Students have great success with interpreting transactions and entering them in the database. When basic accounting skills are weak, students struggle with the lab assignments. Students are successful in achieving the student learning outcomes for this course.

Recommendations:

1. Refine the lab projects so they flow and are easier to follow when using the database.

Changes:

Lab projects are constantly being updated to reflect annual changes in the software.

BUSN 1054, 1055 - Office Procedures**Findings:**

This sequence of two courses is based on an excellent textbook. Students report high satisfaction with the text. Students do achieve their learning objectives, but student learning outcomes results have not been placed in eLumen since it is taught by adjunct faculty who have not been taught how to use the program.

Recommendations:

1. This sequence is being evaluated and planned for revisions in 2013 to reduce the course to just one class and to include the business machine course content within it as a way to enrich the course and to reduce the number of credits needed to complete several programs.

Changes:

These courses are being revised as of the time of this program review cycle. The division hopes to have the work completed in the spring semester of 2013.

BUSN 1056 - QuickBooks**Findings:**

Not taught during the program review cycle.

Recommendations: None

Changes: None

BUSN 1059 - Electronic Machine Calculator**Findings:**

Students successfully demonstrated their ability to problem solve.

Recommendations:

1. The class can be improved with students spending more time on task.

Changes:

The course is under evaluation and change as of this writing. It is expected to be placed into the office procedures course in the near future.

BUSN 1500 - Introduction to Business**Findings:**

Students report a (+90%) level of high or very high satisfaction with this course. Students do accomplish the student learning outcomes in this course. One of their favorite projects is the career project which they find valuable and directly useful in their careers.

Recommendations:

1. New editions of the textbook have been released, and this course needs to be reviewed for both the TMC and new textbook.

Changes:

The career project was modified to include a practice set of interview questions during this program review cycle. Students report high to very high levels of satisfaction (+90%) with this new change reporting it to be useful and "incredibly helpful for the real world."

BUSN 1510 - Business Communication**Findings:**

This course is newly developed and been offered one semester. It was a resounding success with students due to its many practical applications and career enhancing skill components. The text is well liked and students find it to be a valuable tool and reference.

Recommendations:

1. This course needs to be prepared for online delivery. The division is planning this for 2013.

Changes:

No results of student surveys and assessment instruments indicated a need for change on this brand new course.

BUSN 1601,1602, 1603 - Beginning Keyboarding

Findings: None

Recommendations: None

Changes: None

BUSN 2001, 2002, 2003 - Intermediate Keyboarding

Findings: None

Recommendations: None

Changes: None

BUSN 2275 - Business Law**Findings:**

The amount of information that must be covered in this 3 unit course is immense, but is due to the transfer requirements of the university system. Students are challenged to get all the reading done. Students find great value in classroom discussions as they bring the points of law to life. Students struggle with IRAC in their case studies. The new textbook is student friendly, holds their attention, and contains case law that interests them and has meaning for them.

Recommendations:

1. Show more examples of how IRAC is used in successfully evaluating case law.

2. This course needs to be prepared for online delivery. The division is planning on this for 2013.

Changes:

The biggest change made for this program evaluation was the change in textbook. It has only been taught one semester during this review cycle.

COSC 1532 - Basic Internet Skills & Concepts

Findings: None

Recommendations: None

Changes: None

COSC 1601,1602, 1603 - Intro to Electronic Wordprocessing – Microsoft Word**Findings:**

Nine of eleven students scored "excellent" on their final project. Fifteen of sixteen students in another section performed at the "excellent" level. Students who persist in this course are able to interpret instructions and complete a final project with a level of mastery.

Recommendations:

1. Some students do not attempt the final project which prevents them from being successful.
2. Students who do not complete their homework assignments also struggle with the final project.
3. Find ways to have students spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1701, 1702,1703 – Intro to Spreadsheets – Microsoft Excel**Findings:**

Students can follow instructions to design and construct a professional workbook utilizing the techniques introduced in the course. Students not devoting enough time to the course are generally not successful.

Recommendations:

1. Students need to spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1811,1812 - Intro to Presentation Graphics - PowerPoint**Findings:**

Eighteen students persisted in the course. Seventeen students submitted their final project. Fourteen of seventeen were evaluated as "excellent" on their final project. Students who completed the course demonstrated they could follow directions, design and construct a professional presentation using the techniques introduced in the course.

Recommendations:

1. Students need to read and follow instructions.
2. Students need more time on task.

Changes:

One additional project will be added for each chapter covered.

COSC 1901 – Intro to Electronic Database**Findings:**

Only those students who completed all the learning activities were able to design, construct, and maintain an electronic database. This course is time intensive, and students who are successful have devoted the time to it. Only twelve students persisted in this course with six completing a final project at a level of "excellent."

Recommendations:

1. Students need to spend more time on this course.
2. Bring a discussion to the division about a prerequisite for Excel being added to the course.
3. Tutors for this course would be helpful.
4. Students should be advised to not make this their first computer applications course.

Changes:

Add one more learning activity for each chapter.

ECON 2120 - Principles of Economics - Micro**Findings:**

The majority of students (72%) achieved at least a good to very good on their applied research project. The majority of students (89%) of students achieved very good to excellent grades on their case studies. Students demonstrated a basic understanding of microeconomic concepts (94% achieved a 70% or better on their concepts panel evaluation).

Recommendations:

1. The textbook is now 5 years old. Students are seeking updates to economic graphs and charts.
2. Students generally did not do well on their research project reports. They seem to be unfamiliar with APA style requirements and how to do basic research. More courses requiring these would help students learn how to research and synthesize the results into scholarly presentations.

Changes:

Change the research project requirements from using professional journals to more popular articles.

STAT 1510 – Elementary Statistics**Findings:**

Students were able to apply class techniques to real data. Students struggle with metacognition. Students do not write well and have little to no experience with writing up research results.

Recommendations:

1. Increase the number of "mini" assignments that mimic the world of data collection and analysis.
2. More smaller projects along the way which are similar to the final project.
3. Students should spend more time with tutors or the professor.

Changes:

None proposed or implemented in this program review cycle.

Program Level SLO Summary

PSLO #1: K,S- Students completing their course of study will be able to use accounting information to make informed decisions about management, operations, and investments in organizations.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. For example, many homework and examination problems contain these elements in them, and students who succeed in the courses are at least at an introductory level of proficiency in this program student learning outcome. Weaknesses in these skill sets could be found in those students who are not experienced in business, who do not have work experience, and those who have not completed the other required core courses in the degree or certificate program. This last element should, of course, mean that the students have not yet finished the accounting program, but it is possible they have completed the certificate program.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO.
2. The courses in the accounting do seem to support and provide training in this PSLO.
3. No change in planned for this PSLO for the next review cycle.

PSLO #2: S- Students completing their course of study will demonstrate competency in preparing financial information for all levels of stakeholders in organizations.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. For example, many homework and examination problems specifically require students to prepare various financial statements throughout their studies. Students who succeed in the accounting courses can at least recognize and discuss the four major financial statements common in every business. Weaknesses in these skill sets could be found in those students who did not successfully complete the course with an 80% or higher grade.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO.

2. The courses in the accounting do seem to support and provide training in this PSLO.
3. No change in planned for this PSLO for the next review cycle.

PSLO #3: A- Students completing their course of study will exhibit high standards of professional practice by demonstrating ethical and social responsibilities in a multi-cultural, team oriented, rapidly changing environment.

Findings:

This PSLO was assessed during this program cycle by using an ethical dilemma scenario in which students are required to select and defend their actions.

Narrative:

The ethical assessment continues to be a favorite of students as it requires them to consider four ethical situations, make a decision about two of them, and then compare them. Students who spend time reading the content provided on ethical professional behavior have done very well in this challenge as shown by their levels of accomplishment with the evaluation instrument (90% of students who complete this challenge pass it with at least a 70% score).

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as ethical behavior continues to be both a foundation of practice in the profession and as a benchmark for successful social behaviors.
2. The courses in the accounting do seem to support and provide training in this PSLO.
3. No change in planned for this PSLO for the next review cycle.

Additional Information Summary of Discussions

The Applied Tech division tries to meet at least once a month to discuss curriculum, student learning outcomes, do course reviews, evaluate programs, and create a forum for interdepartmental dialogue. Meeting agendas and minutes show evidence of these and many other work items undertaken by the division. At this writing the division consists of Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; Tori Furman, Counselor and Instructor; David Layne, Professor of Business; several members of WESTEC; and an occasional adjunct.

Participants during the annual review cycle have included: Kanoe Bandy, Chair; Sam Anai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; several members of WESTEC; Jessica Grimes, Professor of English; Geoffrey Dyer, Professor of English; Ruby Payne, Professor of Math; Sharon Evelyn, Chair for Social Science; Debra Wooley, IAR&P; Dr. Eric Bérubé, IAR&P; Patty Bench, Vice President of Instruction; several advisory committees, and various adjunct faculty members.

Specific Findings

The institution needs to direct Applied Technology on how to appropriately assess this and the other ISLOs, or show us how to use ones generated at the program (course? both?) level to meet this assessment goal.

1. Annual program review of the accounting degree and certificate program revealed that several courses need to be improved (e.g. Business Math, Office Procedures), several need new text books (e.g. Economics, Business Math), and several need to be developed (General Accounting, Business Statistics, Introductory Math).

2. The program is not growing and a large number of students who start the program never graduate as accounting majors (2 of 20?). When it is possible to ask students why they do not complete the accounting major, their answers include: changing their major; accounting is not what they thought it would be; they cannot continue because tuition and books are too high; and they have to leave college for personal reasons.

3. Anecdotally, several (3) graduated students have contacted this writer during the past year to report that their training was sufficient to prepare them for the university, and two of the three have continued on in accounting while the other has switched to finance.

Program: Administrative Services AS Degree & Certificates
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The Administrative Services program and certificates provide individuals with training and skills in general office principles, procedures, and operations in preparing successful students for entry to mid-level positions in organizations as office and administrative support personnel.

Course Level SLO Summary

It is important to note that although the course data is grouped by the courses in each program, this same data is used for all business programs. Since we do not group specifically by major or certificate program initially, this data is not exclusive to Administrative Services.

BUSN 1050 - Business Mathematics

Findings:

The majority of students do well with basic math, ratio and proportions, pricing, and discounts. Students do not do well with mark-ups, mark-downs, future value, and loans. Tutors continue to be a big help to students as this course is offline, and students have little resources other than the textbook to help them.

Recommendations:

1. A new textbook needs to be brought into this program, one that has the essential core content and which uses specific examples to show the processes for solving problems which are then repeated in the homework challenges. This project has been underway for two years, and the division hopes to make this change in 2013.

Changes:

Problem sets have been refined and more fully coordinate with examinations. This has led to the improvement in both success and persistence rates for this course.

BUSN 1051, 1052 - General Accounting

Findings:

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

1. The division has been discussing this two course sequence. It is believed that the text for this course is really a college level accounting text, and it should be more of a bookkeeping text. The search has been underway for a year to find a better text to meet the students' needs in these non-transferable courses.

Changes:

Homework was realigned to more closely match the examination questions.

BUSN 1053 – Computerized Accounting**Findings:**

Students have great success with interpreting transactions and entering them in the database. When basic accounting skills are weak, students struggle with the lab assignments. Students are successful in achieving the student learning outcomes for this course.

Recommendations:

Refine the lab projects so they flow and are easier to follow when using the database.

Changes:

Lab projects are constantly being updated to reflect annual changes in the software.

BUSN 1054, 1055 - Office Procedures**Findings:**

This sequence of two courses is based on an excellent textbook. Students report high satisfaction with the text. Students do achieve their learning objectives, but student learning outcomes results have not been placed in eLumen since it is taught by adjunct faculty who have not been taught how to use the program.

Recommendations:

This sequence is being evaluated and planned for revisions in 2013 to reduce the course to just one class and to include the business machine course content within it as a way to enrich the course and to reduce the number of credits needed to complete several programs.

Changes:

These courses are being revised as of the time of this program review cycle. The division hopes to have the work completed in the spring semester of 2013.

BUSN 1056 – QuickBooks**Findings:**

Not taught during the program review cycle.

Recommendations: None**Changes:** NoneBUSN 1059 - Electronic Machine Calculation**Findings:**

Students successfully demonstrated their ability to problem solve.

Recommendations:

The class can be improved with students spending more time on task.

Changes:

The course is under evaluation and change as of this writing. It is expected to be placed into the office procedures course in the near future.

BUSN 1510 - Business Communication**Findings:**

This course is newly developed and been offered one semester. It was a resounding success with students due to its many practical applications and career enhancing skill components. The text is well liked and students find it to be a valuable tool and reference.

Recommendations:

This course needs to be prepared for online delivery. The division is planning this for 2013.

Changes:

No results of student surveys and assessment instruments indicated a need for change on this brand new course.

BUSN 1601, 1602, 1603 – Beginning Keyboarding**Findings:**

There is substantial accomplishment that student are learning to type at the appropriate level for each course using proper technique. There is also substantial accomplishment that students are able to type basic business documents, correspondence and tables.

Recommendations:

The course can be improved with more practice time.

Changes: NoneBUSN 2001,2002, 2003 – Intermediate Keyboarding**Findings:**

Very few enrollment in these advanced keyboarding courses. Of those enrollments, there is excellent accomplishment in typing speed and the typing of advanced business documents.

Recommendations: None**Changes:** NoneCOSC 1532 Basic Internet**Findings:**

There is no assessment activity at this time.

Recommendations: None**Changes:** NoneCOSC 1601,1602, 1603 – Intro to Electronic Word Processing – Microsoft Word**Findings:**

Nine of eleven students scored "excellent" on their final project. Fifteen of sixteen students in another section performed at the "excellent " level. Students who persist in this course are able to interpret instructions and complete a final project with a level of mastery.

Recommendations:

1. Some students do not attempt the final project which prevents them from being successful.
2. Students who do not complete their homework assignments also struggle with the final project.
3. Find ways to have students spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1701,1702, 1703 – Intro to Spreadsheets – Microsoft Excel**Findings:**

Students can follow instructions to design and construct a professional workbook utilizing the techniques introduced in the course. Students not devoting enough time to the course are generally not successful.

Recommendations:

Students need to spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1811,1812 – Intro to Presentation Graphics - Microsoft PowerPoint**Findings:**

Eighteen students persisted in the course. Seventeen students submitted their final project. Fourteen of seventeen were evaluated as "excellent" on their final project. Students who completed the course demonstrated they could follow directions, design and construct a professional presentation using the techniques introduced in the course.

Recommendations:

1. Students need to read and follow instructions.
2. Students need more time on task.

Changes:

One additional project will be added for each chapter covered.

COSC 1901 – Intro to Electronic Database – Microsoft Excel**Findings:**

Only those students who completed all the learning activities were able to design, construct, and maintain an electronic database. This course is time intensive, and students who are successful have devoted the time to it. Only twelve students persisted in this course with six completing a final project at a level of "excellent."

Recommendations:

1. Students need to spend more time on this course.
2. Bring a discussion to the division about a prerequisite for Excel being added to the course.
3. Tutors for this course would be helpful.
4. Students should be advised to not make this their first computer applications course.

Changes:

Add one more learning activity for each chapter.

HLED 1541 – Medical Terminology**Findings:**

There is no assessment activity at this time.

Recommendations: None**Changes:** NoneMGMT 1500 – Intro to Human Resource Management**Findings:**

50% of the students have the ability to formulate a human resource plan that includes training, development, leadership, motivation, performance and career management, retention, labor relations, health and safety elements.

Recommendations:

1. Students need more time on task.
2. Tutors for this course would be helpful
3. Since the course is so new, the division will need to dig deeper into the reasoning that only 50% are successful in this course.

Changes: NoneMGMT 1560 – Management Capstone**Findings:**

80% of the students can identify successful management elements and challenges to them upon completion of the course.

Recommendations:

This is a relatively new course. More time needs to pass in order to make appropriate recommendations.

Changes: None**Program Level SLO Summary**

It should be noted that the students in the courses are not clearly identified as Administrative Services student only. These are the same courses that are also used in other programs. Since instructors cannot clearly identify these students, PSLO's are assessed for all students in these classes, not only the students that are Administrative Services majors.

PSLO #1: K,S- Students completing their course of study will be able to design and complete professional documents to support communications across the business environment.

Findings:

74% of the students showed broad ability in this area.

Narrative:

It would seem that the students in this area are successfully able to design and complete professional documents to support communication across the business environment. Even if students are not Administrative Services majors, this broad ability should help them in other programs.

Conclusion:

I believe that there will be very little changes at this point in time.

PSLO #2: A- Students will exhibit professional dress, attitude, and customer relations.

Findings:

No assessments at this time.

PSLO #3: S- Students will be able to effectively perform routine clerical, administrative, and business functions.

Findings:

87.5% of the students showed broad ability in this area.

Narrative:

Once again, these students are successfully able to effectively perform routine, clerical, administrative, and business functions.

Conclusion:

Although not just Administrative Services majors, these students will use these skills in other programs as well.

Additional Information Summary of Discussions

The Applied Tech division tries to meet at least once a month to discuss curriculum, student learning outcomes, do course reviews, evaluate programs, and create a forum for interdepartmental dialogue. Meeting agendas and minutes show evidence of these and many other work items undertaken by the division. At this writing the division consists of Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; Tori Furman, Counselor and Instructor; David Layne, Professor of Business; several members of WESTEC; and an occasional adjunct.

Participants during the annual review cycle have included: Kanoe Bandy, Chair; Sam Anai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; several members of WESTEC; Jessica Grimes, Professor of English; Geoffrey Dyer, Professor of English; Ruby Payne, Professor of Math; Sharon Evelyn, Chair for Social Science; Debra Wooley, IAR&P; Dr. Eric Bérubé, IAR&P; Patty Bench, Vice President of Instruction; several advisory committees, and various adjunct faculty members.

Specific Findings

The institution needs to direct Applied Technology on how to appropriately assess this and the other ISLOs, or show us how to use ones generated at the program (course? both?) level to meet this assessment goal.

As was mentioned in last year's program review, we are always concerned in offering the appropriate courses for students to be able to complete their degrees and certificates in a timely manner and in offering those course when are most appropriate for students. There is an identified concern with the lack of tutoring available for our students, whether it is on campus or online. Several textbooks and Course Outlines of Record are under review.

What is very apparent to the review team is the need to fill the vacant instructor position. Much of what is not being done in this process is due to the overload of current instructors. There is also a significant gap in courses and curriculum that the vacancy could fill, such as the math component or the computer science piece of the business program. There is also the need for internships for students to apply what they have learned.

Program: Art AA, Art History AA-T & Studio Arts AA-T
Instructional Division: Liberal Arts
Program Lead: Sonja Swenson

Program Mission Statement

The mission of the Art AA, AA-T Art History, and AA-T Studio Arts Degrees is to provide Taft College's students with lower division art and art history courses preparing them for transfer. We do that by providing studio art curricula from which they will gain knowledge and skills of the variety of media and techniques used to create and evaluate their own works of art. Additionally, we provide four art history courses which provide a foundation level knowledge base to transfer to a CSU or UC university. We also provide the art students and broader college and city communities with the opportunity to view and experience original works of art by our students, faculty and other professional artists.

Course Level SLO Summary

Since all of the sections of studio art are taught by adjuncts, only a few course level, program level and ILSLOs were assessed. The art history courses are being assessed. For those courses the result are at a minimum "good." The enforcement of the prerequisites has dramatically improved the course success rates, and also the course level SLOs.

It has been recognized that students can easily confuse terms and when to use them. Therefore, there will be a direct effort to explain the word Romanesque and when it is appropriately used to the students in ARTH 1510.

Program Level SLO Summary

Again, this year we did not have full participation in the assessment of course level SLOs, and the correspondingly Program and Institutional Level SLOs. If specific contract level about doing these assessment could be added to the adjunct contract, we would have greater participation. And, of course a FT faculty member would be able to organize and lead a full studio department effort to accomplish this.

Additional Information

Efforts are made to interact with the various adjunct instructors, but a FT instructor is needed to lead an unified course level and program every SLO assessment. that individual could organize a consistent rubric to be for grading in the courses as well as organizes the course level SLOs. I have talked with them all, and I am request that links to eLumens be placed on the desktop of the instructor's work-site computers, but I can not hang over the shoulder of every adjunct instructor until they do this.

A lot was accomplished by the division chair these past two years. Two new AA-T programs were created and approved by the Chancellors's Office, and they have been advertised by word of mouth. Scholarship money for the AA-T Art History has been donated to ensure that both the studio and the art history majors have a dedicated scholarship for which to apply.

For the first time, awards will be given for the Student Art Show.

The Art Gallery is proving itself as an educational tool for not just TC students but for local K-12 students as well.

But, without a fulltime Studio Art faculty, things like a comprehensive SLO assessment project, developing new curricula, or establishing an art club can not be completed.

Program: Basic Skills
Area: Basic Skills
Program Lead: Kelly Kulzer

Program Mission Statement

The Taft College Foundation for Success (TCFS) provides a comprehensive and integrated college-wide approach giving students the necessary skills and support to successfully complete their classes and move through a cohesive sequence of college courses. TCFS's integration of instructional, academic, and student services support will ensure Taft College foundation students' success by helping them to reach their educational goals, whether those be the attainment of certificates, AA degrees, transfer, career advancement, or self-improvement.

Course Level SLO Summary

English 0900 students were proficient in understanding the MLA conventions for formatting a paper but less proficient in consistently staying on topic. This disconnect between form and content has been addressed with more assignments and assessments geared toward understanding how body paragraphs develop an idea introduced in the first paragraph. Instead of students turning in papers without reflecting on how their thinking develops ideas in papers, students are now required to explain how the thesis relates to the topic sentences, and vice versa. Additionally, students outline and label parts of the essay to pinpoint areas lacking coherence or clarity. The goal is to have students understand that the essay should be a coherent, cohesive composition.

ESL

Non-credit ESL classes had such low numbers of students assessed that it's difficult to draw conclusions. It does seem appropriate to re-visit the SLOs assessed for these classes to determine whether or not they are appropriate and useful.

Credit ESL classes

Students participating in the Accelerated ESL Cohort appear to have made substantial progress from the beginning to the end of fall semester. Students started fall 2012 in ESL 0600, 0605, and 0610. These students ended the term in ESL 0700 and 0705. Students were able to provide "specific details and examples in paragraphs", but struggled with "constructing simple and compound sentences."

There were very limited student samples that provided no understanding of the SLOs suggesting that the majority of students had between a beginning and mastery level of course level knowledge.

Math 0230 students who completed the assessment generally scored in the Mastery range. The remainder of the students did not complete the assessment. However, it would appear students still struggle with division of whole numbers, decimals, and fractions.

Program Level SLO Summary

There were no Program level SLOs for Basic Skills in fall 2011 or spring 2012. The Academic Development Committee has worked on defining Program Level SLOs for implementation for fall 2012.

Additional Information

English

Faculty Inquiry Groups (FIGs), monthly staff development meetings, sponsored by the QFS grant, have engaged in extensive analysis of best practices research in the spring and fall of 2012 and have modified, revised, and/or developed assignments, assessments, and rubrics aligned with SLOs to decrease the achievement gap between courses. From those sessions, faculty members have begun to discuss strategies for increasing retention, mitigating the drop rate, norming grading, and revising curriculum. More faculty are interested in incorporating meta-cognition within English writing assignments, beginning at the grammar to the paragraph and essay level. For some faculty, this integration represents one of the many strategies to use for ensuring students long-term understanding, application, and retention of basic skills. As a result of this reflection, the FIGs will continue to address success rates and retention and adopt research-proven practices to enhance instruction in the spring and fall of 2013.

ESL

Initial success in the Accelerated ESL program suggests continued development in this area is a good use of resources, even once the Quest for Success grant ends. We have found that there are some students who are unable to commit to such a rigorous schedule, but because of our small size, we must prioritize and offer schedules that best meet our students' needs. This could include future hybrid ESL 0900 classes and online lab options.

It will likely be useful to complete multiple assessments of one or two SLOs with each class instead of one assessment of numerous SLOs to determine whether or not students are mastering the course level SLOs.

Because the non-credit courses have inconsistent enrollment, the department is considering re-developing the program. Currently under consideration for non-credit ESL improvement are a multi-level language lab ESL setting and a community needs assessment.

Writing and Language Labs

Having a centralized location where students can receive support, work with faculty, use computers, and improve their writing outside of class time would be an important addition to the English, Reading, and English as a Second Language classes. ESL, in particular, would be wise to offer non-credit courses in a modular format to better meet the scheduling and language needs of the students it serves. This could be easily done within a language lab. Additionally, students in writing development courses often mention the difficulty of finding places to use computers for word processing. A dedicated space open until at least 9 pm would enable both daytime and evening students to meet the typing and printing requirements of their classes.

Placement

Conversations with our testing coordinator, Joe'll Chaidez, have led us to believe there are large numbers of students placing in the ESL sequence, but this has not translated into large enrollments in these classes. Over the next months, the Academic Development Committee intends to analyze the data Mr. Chaidez has collected, discuss the implications, and propose potential improvements to better serve our students.

Program: Business Administration AA Degree
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The Business Department's mission is to offer students interested in business a degree option with a foundation in accounting, economics, and mathematical analysis to provide them enhanced employment skills and transfer level courses.

Course Level SLO Summary

BSAD 2220 – Introduction to Financial Accounting

Findings:

Students who attend class do better. Students who use study groups do better. Students who do well in the first 6 chapters are more likely to succeed in this level and the next level of accounting.

Recommendations:

1. An extended problem that spirals accounting information may be of help, but most students are not doing homework anyway, and an extended problem might merely drive scores even lower.
2. Tutors are always needed for accounting, but when students are ready to tutor, they transfer to the university.
3. Students need stronger study, writing, and reading skills to help them in other courses so they can complete their accounting courses more readily.
4. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BSAD 2221 - Introduction to Managerial Accounting

Findings:

More than the majority of students are able to interpret cost data and prepare specialized reports accurately.
Students do not do well in transfer of skill sets across differing fact patterns.

Recommendations:

1. Offer more practice sets in which skills must be applied differently.
2. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

ECON 2120 – Principles of Economics – Micro**Findings:**

The majority of students (72%) achieved at least a good to very good on their applied research project.

The majority of students (89%) of students achieved very good to excellent grades on their case studies.

Students demonstrated a basic understanding of microeconomic concepts (94% achieved a 70% or better on their concepts panel evaluation).

Recommendations:

1. The textbook is now 5 years old. Students are seeking updates to economic graphs and charts.
2. Students generally did not do well on their research project reports. They seem to be unfamiliar with APA style requirements and how to do basic research. More courses requiring these would help students learn how to research and synthesize the results into scholarly presentations.

Changes:

Change the research project requirements from using professional journals to more popular articles.

STAT 1510 - Elementary Statistics:**Findings:**

Students were able to apply class techniques to real data.

Students struggle with metacognition.

Students do not write well and have little to no experience with writing up research results.

Recommendations:

1. Increase the number of "mini" assignments that mimic the world of data collection and analysis.
2. More smaller projects along the way which are similar to the final project.
3. Students should spend more time with tutors or the professor.

Changes:

None proposed or implemented in this program review cycle.

Program Level SLO Summary

PSLO #1: (K,S) Students completing their course of study will be able to use theory and applied methods to problem-solve in diverse business situations and as a foundation for advanced study.

Findings:

This PSLO was assessed during this program cycle.

Narrative:

Many homework and examination problems contain problem-solving challenges in them, and students who succeed in the courses are at least at an introductory level of proficiency in this program student learning outcome. Weaknesses in this skill set could be found in those students who are not doing the homework assignments or who may be missing classes.

Conclusion:

1. The courses in the accounting do seem to support and provide training in this PSLO.
2. No change is planned for this PSLO for the next review cycle.

PSLO #2: (K,S) Students completing their course of study will be able to utilize current technology to analyze, prepare, and present information both orally and in writing.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO was difficult to assess since the majority of classes did not have computer access.

Conclusion:

1. Classes in this program need to have computer access in the classroom.
3. Change in planned for this PSLO for the next review cycle when the Office of Instruction will be requested to schedule classes with computers in them.

PSLO #3: (K,S,A) Students completing their course of study will be able to demonstrate a fundamental understanding of socio-cultural, legal, and ethical situations to recommend practical alternatives.

Findings:

This PSLO was assessed during this program cycle by using an ethical dilemma scenario in which students are required to select and defend their actions.

Narrative:

The ethical assessment continues to be a favorite of students as it requires them to consider four ethical situations, make a decision about two of them, and then compare them. Students who spend time reading the content provided on ethical professional behavior have done very well in this challenge as shown by their levels of accomplishment with the evaluation instrument (90% of students who complete this challenge pass it with at least a 70% score).

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as ethical behavior continues to be both a foundation of practice in the profession and as a benchmark for successful social behaviors.
2. The courses in the accounting do seem to support and provide training in this PSLO.
3. No change in planned for this PSLO for the next review cycle.

NOTE: An important note to make about this program review cycle was the Applied Tech. division's recognition that the initial PSLOs designed for this program neither fit this program nor were supported by its courses. This degree originally was designed to have 9 learning outcomes, which were derived from the AACSB programs guidelines for colleges and universities. After working with these for one year, the division realized that the courses did not support all nine. These were then reduced to six. Continuing review and dialogues in the division found that these were still neither accurate nor reflective of the program. The PSLOs were reduced to the current three, which are supported by every course in this program and degree. Only through program review was this fine tuning able to be accomplished.

Additional Information

The Applied Tech division tries to meet at least once a month to discuss curriculum, student learning outcomes, do course reviews, evaluate programs, and create a forum for interdepartmental dialogue. Meeting agendas and minutes show evidence of these and many other work items undertaken by the division. At this writing the division consists of Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; Tori Furman, Counselor and Instructor; David Layne, Professor of Business; several members of WESTEC; and an occasional adjunct.

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Specific Findings

The institution needs to direct Applied Technology on how to appropriately assess this and the other ISLOs, or show us how to use ones generated at the program (course? both?) level to meet this assessment goal.

1. Annual program review of the Business Administration A.A. degree program revealed that the economics courses need new text books, and the BSAD 1560 Introduction to Mathematical Analysis needs to be overhauled or changed to a business calculus course to more appropriately meet students' transfer needs.
2. The program is not growing, but has produced 10 graduates in each of the past two years. Students who elect this program often change once they encounter financial accounting where they discover that accounting is not what they were expecting. Changes in the economics courses which slightly reduce the focus on math and place it more on theory and application, have made success rates greatly increase in these two courses. Statistics continues to be problem and is an open invitation to the division to continue with its efforts to create an applied business statistics course.
3. Anecdotally, several (3) graduated students have contacted this writer during the past year to report that their training was sufficient to prepare them for the university, and two of the three have continued on in accounting while the other has switched to finance.

Program: Court Reporting AS Degree & Certificate
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

It is the intention of Taft College at WESTEC Court Reporting Program to provide quality education for our students. We are committed to offering our students the best training available through the use of state-of-the-art equipment and specialized courses. We also encourage good business practices, development of good work ethics, computer-aided transcription skills, development of critical thinking skills, and leadership training. We are committed to providing the best opportunities for our students to obtain employment in the Certified Shorthand Reporter field in areas such as court reporting, deposition reporting, transcription, closed captioning, scopist, proofreading and CART.

Course Level SLO Summary

Course success rates and Course Level SLO indicators show that students are progressing at an appropriate rate. However, to progress in this type of program requires repetitive speed building for each student based on their individual progress within the structure of the program. This requires discipline from the student and consistent reinforcement from the staff.

Additional Information

In all of the courses offered in the Court Reporting Program, course success rates are very good, averaging around 85%. Some academic classes are offered on a rotating basis depending on student population and degree/certificate completion plans.

Program: Criminal Justice Administration AS Degree & Certificate
Instructional Division: Social Sciences
Program Lead: Sharyn Eveland

Program Mission Statement

The mission of the Criminal Justice Administration unit is to prepare students for careers in criminal justice related fields from law enforcement to corrections. We serve all students interested in achieving AA/AS degrees and/or certificates in criminal justice administration areas. This is accomplished by producing students who are critical and ethical thinkers, knowledgeable about issues of crime and justice, and prepared for positions in public and private sector agencies that address crime and justice problems. We value the basic principles of justice that enhance the criminal justice profession and benefit the community at large.

Additional Information

All CJA courses are taught by adjunct instructors. No formal structures exist with the social science division for support and oversight of adjuncts in the evaluation and analysis of SLOs in the criminal justice programs. A full time, tenure track position has been requested. This position would be responsible for the implementing and maintaining assessment and evaluation of program and student learning outcomes across the criminal justice programs. The average course fill rate across all courses in the program is 63%. This aligns with the increase in enrollment and unit counts across the institution.

Course success rates across the CJA program averaged 64%. The average for program course sections offered on campus was 68.5% while the overall average for sections offered through distance learning was 62.17%.

The number of declared majors in this degree program increased by 30% in the last two academic years.

The CJA courses in this program also reside in one other program, the AS for Criminal Justice Administration - Corrections. Individual course enrollments are high but success rates are low in both on-campus and distance education courses. All courses are taught by adjunct faculty. The adjuncts are evaluated regularly by administration and by a representative of the faculty. However, little coordination, training, and support for adjuncts exists beyond the initial orientation to Taft College when an adjunct is first hired. Support in the use of Etudes, the distance learning platform for CJA, is in place for those teaching distance education courses.

Little has been accomplished with student learning outcomes and program level outcomes. SLOs are not connected to PSLOs, SLOs bear little relationship to the COR defined course outcomes, a generic rubric is in place for the SLOs because specific rubrics have not been established or validated for the SLOs that exist.

Given the lack of dedicated resources for the program, especially full time faculty, discontinuation of the program should be considered.

This program needs dedicated support from the institution to be of value to students or it should be discontinued.

A dedicated discipline faculty member is needed to guide this program if it is to be continued. A partial list of program needs includes: training opportunities for course

instructors; development and implementation of programmatic outcomes assessment; program awareness and enrollment management planning and implementation; and review and/or update of course outlines of record, textbooks, program documentation, catalog descriptions, career technical education information/evaluation/reporting.

Program: Criminal Justice Administration – Correction AS Degree
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

The criminal justice administration - corrections degree or certificate prepares students for a career in criminal justice corrections. The student will gain knowledge to apply principles of the justice system in a variety of settings including law enforcement to corrections. Emphasis is placed on aspects of criminal justice within the corrections system. There are pre-employment physical considerations and therefore students are advised to consult with the instructors before applying for a criminal justice position.

Course Level SLO Summary

Course level student learning outcomes were assessed in CJA 2103 and CJA 2131 during fall 2011 and spring 2012.

Assessment results show 73% of the assessed students were at the developmental level on the rubric for demonstrating ability to understand and apply the doctrine of corpus delecti. 82% were at the developmental level for demonstrating analysis of basic legal definitions of criminal practice.

Interestingly, almost 89% of the assessed students were rated at mastery level for illustration of the numerous roles of the correctional officer in state and federal facilities and 76% were rated at mastery for verifying the lengths to which an offender will go in an attempt to corrupt officers.

Additional Information

All CJA courses are taught by adjunct instructors. No formal structures exist for support and oversight of adjuncts in the evaluation and analysis of SLOs in the criminal justice programs.

Little has been accomplished with student learning outcomes and program level outcomes. SLOs are not connected to PSLOs, SLOs bear little relationship to the COR defined course outcomes, a generic rubric is in place for the SLOs because specific rubrics have not been established or validated for the SLOs that exist.

This program has no dedicated resources.

All courses in this program are taught by adjunct faculty with the majority of adjunct living outside of the area.

The number of declared majors has decreased by almost 50% over the last four academic years. There were 17 newly declared students in this major in 2011-12. Six degrees were awarded between 2008-09 and 2011-12.

The CJA courses in this program also reside in two other programs, the AS for Criminal Justice Administration and the certificate program for CJA- Corrections. Individual course enrollments are high but success rates are low in both on campus and distance education courses. All courses are taught by adjunct faculty. The adjuncts are evaluated regularly by administration and by a representative of the faculty. However, little coordination, training,

and support for adjuncts exists beyond the initial orientation to Taft College when an adjunct is first hired. Support in the use of Etudes, the distance learning platform for CJA, is in place for those teaching distance education courses.

Given the decrease in students entering this program and the lack of dedicated resources for the program, especially full time faculty, discontinuation of the program should be considered.

This program needs dedicated support from the institution to be of value to students or it should be discontinued.

A dedicated discipline faculty member is needed to guide this program if it is to be continued. A partial list of program needs includes: training opportunities for course instructors; development and implementation of programmatic outcomes assessment; program awareness and enrollment management planning and implementation; and review and/or update of course outlines of record, textbooks, program documentation, catalog descriptions, career technical education information/evaluation/reporting.

Program: Dental Hygiene AS Degree
Instructional Division: Math Science
Program Lead: Greg Golling

Program Mission Statement

The mission of the Taft College Dental Hygiene Program is to provide students with the educational setting that is challenging, yet student friendly, the produces dental hygienists who are knowledgeable, technically excellent, compassionate and morally and ethically strong who will uphold the highest standards of the profession while treating every patient with kindness and dignity.

Additional Information

The program review for the Taft College Dental Hygiene Program evaluates the strengths and weaknesses of both the didactic and clinical courses of the program. The dental hygiene program director and faculty conduct annual program review used for program improvement and to ensure students receive the highest level of education and are competent and successful in the workforce. We are committed to performing program review annually.

We completed many of our goals and some are still in progress. Many of the goals that we did not accomplish are goals that we are going to continue to work on accomplishing. For example, devising a new evaluation system is not just a one year process. It is very involved and once we determine the new evaluation system then we can devise the new daily grade forms and course grading system. At many of our staff meetings we have discussed how we might want to improve or change our current clinic evaluation system. But again, it is an entire process that involves discussing, developing, planning, implementing and then evaluating. This is not a one year process so we accomplished the discussion part and now have to develop. Therefore, that will be a goal that we continue to work toward accomplishing.

Also, a goal was to change the student surveys and the employer surveys. When we actually looked at the surveys, we decided that alot of the information contained in the surveys is pertinent, but maybe we need another way of trying to get former students and employers to respond to the surveys. We discussed sending the surveys via email or even use a survey mechanism like Survey Monkey. So again, this will be an ongoing goal.

One of the most useful goals, has been our staff meetings. In the past, we had always tried to have lunch meetings and there was just not enough time to accomplish much and not all the adjunct faculty were available. Meeting once a month in the evenings has really helped us take a look at the way we do things and how we might improve.

We did bring new technology into the program by incorporating iPads and periodontal instrumentation videos into the curriculum. We want to continue with that and actually make the videos not only part of classroom instruction but incorporate them into the remediation program.

Our program is strong and will remain strong as we continue to work toward accomplishing our goals.

Program: Direct Support Education AS Degree & Certificate
Instructional Division: Learning Support Division
Program Lead: Vicki Herder

Program Mission Statement

The mission of the Direct Support Education unit is to prepare students for careers working with individuals with developmental disabilities. We serve all students interested in obtaining AS degrees and/or a certificate in Direct Support Education. This is accomplished by educating students in the history of disabilities, laws and documentation, assisting with safely managing medications, developing cultural competency, dealing with challenging behaviors, and understanding the causes and prevention of maltreatment. We value the rights of individuals with disabilities and strive to equip current and future paraprofessionals and professionals working in the developmental disabilities field.

Additional Information

Enrollment has increased in all DSE courses. Most students are enrolled in DSE classes as electives, Social Science General Education requirement, or as CEU for employment. One of the reasons of evaluating the name change of the DSE program is to articulate to universities that have Disability Studies as a major or minor. There is a need to review the textbooks in all classes once the name change occurs. Need to assist adjunct faculty with SLOs. While marketing the DSE program, it is apparent that there is a growing need for paraprofessionals in this field (increase of elderly and injured veterans). The possible name change is designed to change the focus on "disabilities" in general instead of developmental/intellectual disabilities.

Program: Early Care, Education & Family Studies AS & AS-T
Degrees & Certificates
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

To prepare students for careers working with children and families.

Course Level SLO Summary

Writing

Based on the Course Level SLOs it is the finding that while students still lack the skills to effectively develop a research paper and/or literature review in APA format, there is improvement. Grammar and spelling (mechanics) skills are still weak. Students have trouble analyzing and synthesizing written information. Skills in research and information processing need to be developed and tools need to be identified that will support SLOs such as guidelines for finding reliable information on the web, requiring rough drafts for instructor feedback and support, and possibly providing lap tops for students to check out in order to locate information and create an academic paper. Students struggle with the ability to identify and gather reliable academic resources.

Curriculum Development

Students vary in ability to develop and implement developmentally appropriate curriculum. The ability to synthesize information related to curriculum development, menu/lesson planning, and creating environments was apparent in some courses, however lacking in others.

The ability to use observation and assessment as a tool for creating environments and developmentally appropriate curriculum, as well as, addressing individual student needs and interest was weakness.

Critical Thinking

Some gaps identified in student learning were interpreting data, theories, and concepts in an unbiased manner. The ability to make connections, see relationships and/or draw conclusions based on information is difficult for student.

While skills in each of the above mentioned areas are improving there are still weaknesses to be addressed. A large number of students choose not to submit papers; making program planning and development difficult. Ways in which we have chosen to address these weaknesses are:

1. Create a capstone course in which course and program SLOs are addressed and assessed by discipline and the individual student.
2. Continue to assist students in their writing skills and the APA format.
3. Continue to provide students with activities and assignments that foster critical thinking curriculum resources and materials.
4. Transfer VHS tapes to Media/CD with Closed Captioning.

Program Level SLO Summary

Based on the Course Level SLOs it is the finding that while students still lack the skills to effectively develop a research paper and/or literature review in APA format there is some

improvement. Grammar and spelling skills are weak and that students lack skill in analyzing and synthesizing written information.

Additional Information

While skills in each of the above mentioned areas are improving there are still weaknesses to be addressed. A large number of students choose not to submit papers; making program planning and development difficult. Ways in which we have chosen to address these weaknesses are:

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3. Continue to provide students with activities and assignments that foster critical thinking curriculum resources and materials.
4. Transfer VHS tapes to Media/CD with Closed Captioning.

Program: Energy Technology AS Degree & Certificate
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The Energy Technology program is designed to provide training and education in technical and professional skills to enable individuals to be job ready and professionally prepared.

Additional Information

The Energy Technology program continues to develop and grow in its current infancy stage. While the program is only 2 1/2 years old, the enrollment has more than quadrupled from the initial cohort. The program continues to evolve and learn from its history while looking forward to the future. To better meet the needs of industry and help students achieve success faster, the program has been revamped and updated through certificate programs and focused career services. Most compelling and rewarding is the student feedback who's lives are improved through new and employment opportunities.

Major findings and implications include:

- 1) Industry Employed Adjunct professors - provide real time experience and credibility for the students enhancing a greater desire to learn, perform and receive applicable performance feedback.
- 2) Advancement of certificate options - students can be recognized for technical competences earlier in the program resulting in earlier employment opportunities
- 3) Dedicated resources has allowed for accelerated and specific accomplishments (new certificate options, internship program, student meeting with guest speakers, student counseling, creation of the instrumentation lab and development of a business plan with industry and college stakeholders) resulting in increased student satisfaction and industry recognition.
- 4) Industry typically trains its labor force (below an engineering level) with OJT and mentoring. This program prepares individuals with additional skills that the industry as a whole is beginning to recognize. Additional focus on reaching out to industry will be required help HR departments and hiring managers understand the program and engage with its students for employment.
- 5) Industry Advisory Group is critical to the overall programs success. It provides a guiding hand, encouragement and insights that would be found no where else. Both the college representatives and the industry advisors continue to learn how best to work together.

Overall, the energy industry program continues to solidify its processes and demonstrate positive results. While initial indications from industry are positive, focusing and providing the resources to reach the 2013 and 2014 goals is critical to maintain the momentum achieved.

Program: English AA & AA-T Degrees
Instructional Division: Liberal Arts
Program Lead: Kamala Carlson

Program Mission Statement

The English program serves Taft College English majors who wish to graduate and transfer. The English major develops communication skills and mastery of the English language; aesthetic awareness and critical thinking skills that enable students to appreciate and evaluate texts across disciplines; analytical skills to decipher cultural codes and value systems; an appreciation of our multicultural inheritance and identity; an awareness of ethnic diversity; and ethical research practices. The purpose of the English major is to develop citizens with an awareness of their own humanity and the importance of reflection on, analysis of, and empathy for the human condition.

Course Level SLO Summary

For American Literature and Women's Literature, students who stay in the class succeed at the SLOs--the problem is that a high number of the students are "NS," indicating that many students are dropping the classes before they are completed. This may be due in part to the online method of delivery for both courses. This has serious negative impacts on English majors, because in the status quo, only one Literature (above 1600) is offered per semester. Because of the high number of Literature classes required in the degree itself, students who choose to withdraw from literature classes (perhaps because they are online or too demanding) are also either adding at least one semester to their completion of the English major, or beginning a new educational plan in a new major. On the other hand, when literature courses were only offered face-to-face, fewer students enrolled but the courses had higher success rates (students told us that scheduling prohibited English majors from enrolling in the one required Literature section offered per semester). Our recommendation is to offer more than one section of literature requirements from the new AA-T's list A (American Literature, World Literature, British Literature) per semester.

Program Level SLO Summary

In 2011-2012, evaluation of texts, creating evidence-based arguments, supporting original interpretations, and writing clearly and coherently were all assessed. For all four SLOs, most students achieved the outcome. Fewer students achieved the evaluation of texts outcome than the other outcomes, but more of the students in this group completed the assessment itself, making a comparison between this SLO's results and the others' difficult.

Additional Information

Although new curriculum has been developed, required literature courses have been offered online, and faculty have communicated with counselors, students are not yet completing the English major expeditiously or at all. The revised English major, which aligns exactly with the TMC for English; new courses (ENG 1725, 1750, 1775, 2600, 2650, 2700, 2750); offering more courses; using more than one mode of delivery; and continued communication with counseling should be implemented in an effort to help more students complete their desired studies in English more quickly.

Program: General Business AS Degree
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The General Business program provides individuals with foundation educational training and skills in general business principles, procedures, and operations.

Course Level SLO Summary

BSAD 22220 - Introduction to Financial Accounting

Findings:

Students who attend class do better. Students who use study groups do better. Students who do well in the first 6 chapters are more likely to succeed in this level and the next level of accounting.

Recommendations:

1. An extended problem that spirals accounting information may be of help, but most students are not doing homework anyway, and an extended problem might merely drive scores even lower.
2. Tutors are always needed for accounting, but when students are ready to tutor, they transfer to the university.
3. Students need stronger study, writing, and reading skills to help them in other courses so they can complete their accounting courses more readily.
4. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes made:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BSAD 2221 – Introduction to Managerial Accounting

Findings:

More than the majority of students are able to interpret cost data and prepare specialized reports accurately.
Students do not do well in transfer of skill sets across differing fact patterns.

Recommendations:

1. Offer more practice sets in which skills must be applied differently.
2. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BUSN 1050 – Business Mathematics**Findings:**

The majority of students do well with basic math, ratio and proportions, pricing, and discounts.

Students do not do well with mark-ups, mark-downs, future value, and loans.

Tutors continue to be a big help to students as this course is offline, and students have little resources other than the textbook to help them.

Recommendations:

1. A new textbook needs to be brought into this program, one that has the essential core content and which uses specific examples to show the processes for solving problems which are then repeated in the homework challenges. This project has been underway for two years, and the division hopes to make this change in 2013.

Changes:

Problem sets have been refined and more fully coordinate with examinations. This has led to the improvement in both success and persistence rates for this course.

BUSN 1051, 1052 – General Accounting**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

1. The division has been discussing this two course sequence. It is believed that the text for this course is really a college level accounting text, and it should be more of a bookkeeping text. The search has been underway for a year to find a better text to meet the students' needs in these non-transferable courses.

Changes:

Homework was realigned to more closely match the examination questions.

BUSN 1053 - Computerized Accounting**Findings:**

Students have great success with interpreting transactions and entering them in the database.

When basic accounting skills are weak, students struggle with the lab assignments.

Students are successful in achieving the student learning outcomes for this course.

Recommendations:

1. Refine the lab projects so they flow and are easier to follow when using the database.

Changes:

Lab projects are constantly being updated to reflect annual changes in the software.

BUSN 1054, 1055 – Office Procedures**Findings:**

This sequence of two courses is based on an excellent textbook. Students report high satisfaction with the text. Students do achieve their learning objectives, but student

learning outcomes results have not been placed in eLumen since it is taught by adjunct faculty who have not been taught how to use the program.

Recommendations:

1. This sequence is being evaluated and planned for revisions in 2013 to reduce the course to just one class and to include the business machine course content within it as a way to enrich the course and to reduce the number of credits needed to complete several programs.

Changes:

These courses are being revised as of the time of this program review cycle. The division hopes to have the work completed in the spring semester of 2013.

BUSN 1056 QuickBooks

Findings: Not taught during the program review cycle.

Recommendations: None

Changes: None

BUSN 1059 – Electronic Machine Calculation**Findings:**

Students successfully demonstrated their ability to problem solve.

Recommendations:

1. The class can be improved with students spending more time on task.

Changes:

The course is under evaluation and change as of this writing. It is expected to be placed into the office procedures course in the near future.

BUSN 1500 - Introduction to Business**Findings:**

Students report a 90+% level of high or very high satisfaction with this course. Students do accomplish the student learning outcomes in this course. One of their favorite projects is the career project which they find valuable and directly useful in their careers.

Recommendations:

1. New editions of the textbook have been released, and this course needs to be reviewed for both the TMC and new textbook.

Changes:

The career project was modified to include a practice set of interview questions during this program review cycle. Students report high to very high levels of satisfaction (+90%) with this new change reporting it to be useful and "incredibly helpful for the real world."

BUSN 1510 – Business Communication**Findings:**

This course is newly developed and been offered one semester. It was a resounding success with students due to its many practical applications and career enhancing skill components. The text is well liked and students find it to be a valuable tool and reference.

Recommendations:

1. This course needs to be prepared for online delivery. The division is planning this for 2013.

Changes:

No results of student surveys and assessment instruments indicated a need for change on this brand new course.

BUSN 1601, 1602, 1603 - Beginning Keyboarding

Findings: None

Recommendations: None

Changes: None

BUSN 2001, 2002, 2003 – Intermediate Keyboarding

Findings: None

Recommendations: None

Changes: None

BUSN 2275 – Business Law**Findings:**

The amount of information that must be covered in this 3 unit course is immense, but is due to the transfer requirements of the university system. Students are challenged to get all the reading done. Students find great value in classroom discussions as they bring the points of law to life. Students struggle with IRAC in their case studies. The new textbook is student friendly, holds their attention, and contains case law that interests them and has meaning for them.

Recommendations:

1. Show more examples of how IRAC is used in successfully evaluating case law.
2. This course needs to be prepared for online delivery. The division is planning on this for 2013.

Changes:

The biggest change made for this program evaluation was the change in textbook. It has only been taught one semester during this review cycle.

COSC 1532 - Basic Internet Skills and Concepts

Findings: None

Recommendations: None

Changes: None

COSC 1601, 1602, 1603 – Intro to Electronic Word Processing – Microsoft Word**Findings:**

Nine of eleven students scored "excellent" on their final project.
Fifteen of sixteen students in another section performed at the "excellent " level.
Students who persist in this course are able to interpret instructions and complete a final project with a level of mastery.

Recommendations:

1. Some students do not attempt the final project which prevents them from being successful.
2. Students who do not complete their homework assignments also struggle with the final project.
3. Find ways to have students spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1701, 1702, 1703 – Intro to Spreadsheets – Microsoft Excel**Findings:**

Students can follow instructions to design and construct a professional workbook utilizing the techniques introduced in the course.
Students not devoting enough time to the course are generally not successful.

Recommendations:

Students need to spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1811, 1812 – Intro to Presentation Graphics – Microsoft PowerPoint**Findings:**

Eighteen students persisted in the course. Seventeen students submitted their final project. Fourteen of seventeen were evaluated as "excellent" on their final project.
Students who completed the course demonstrated they could follow directions, design and construct a professional presentation using the techniques introduced in the course.

Recommendations:

1. Students need to read and follow instructions.
2. Students need more time on task.

Changes:

One additional project will be added for each chapter covered.

COSC 1901 – Intro to Electronic Database – Microsoft Access**Findings:**

Only those students who completed all the learning activities were able to design, construct, and maintain an electronic database. This course is time intensive, and students who are successful have devoted the time to it. Only twelve students persisted in this course with six completing a final project at a level of "excellent."

Recommendations:

1. Students need to spend more time on this course.
2. Bring a discussion to the division about a prerequisite for Excel being added to the course.
3. Tutors for this course would be helpful.
4. Students should be advised to not make this their first computer applications course.

Changes:

Add one more learning activity for each chapter.

ECON 2120 – Principles of Economics - Micro**Findings:**

The majority of students (72%) achieved at least a good to very good on their applied research project.

The majority of students (89%) of students achieved very good to excellent grades on their case studies.

Students demonstrated a basic understanding of microeconomic concepts (94% achieved a (70%) or better on their concepts panel evaluation).

Recommendations:

1. The textbook is now 5 years old. Students are seeking updates to economic graphs and charts.
2. Students generally did not do well on their research project reports. They seem to be unfamiliar with APA style requirements and how to do basic research. More courses requiring these would help students learn how to research and synthesize the results into scholarly presentations.

Changes:

Change the research project requirements from using professional journals to more popular articles.

ECON 2210 – Principles of Economics - Macro**Findings:**

Students seem to have grasped the basic content. As is usually the case, some students like the quantitative aspects of the course while others excel in the qualitative. Students were not able to recognize policy positions and make recommendations from them.

Recommendations:

1. The textbook is now 5 years old. Students are seeking updates to economic graphs and charts.
2. Students generally did not do well on their research project reports. They seem to be unfamiliar with APA style requirements and how to do basic research. More courses requiring these would help students learn how to research and synthesize the results into scholarly presentations.
3. Tutoring would be of great help to students who struggle with reading and reflective assignments.

Changes:

1. Change the content research paper from narrative to applied. Have students develop a research problem and then investigate macro solutions for it.
2. Devote time in class to APA style and project research methods.

MGMT 1500 - Intro.to Human Resource Management**Findings:**

This class has always been taught as a distance learning course. Case work was strong, and students have a good understanding of HR concepts in these sections of courses. Applied projects continue to emerge as students' favorites in this course (e.g. career documents and case situations). Working students and older students seem to do better in this course due to experiences in the workplace. Good writing skills are lacking in many students.

Recommendations:

1. Add a few more discussion options in some of the discussion topics to give more choices and encourage variety in the dialogues.

Changes:

1. Review and update discussion options when this course is scheduled to run again.

MGMT 1560 - Management Capstone**Findings:**

Case work was very strong as was the work across organizational behavior concepts. Only 1 student failed to finish the capstone. All others achieved at least a "B" or higher. The concepts and details of the case study made more sense to those who had work experience. The final project effectively showed "proficiency" in the "soft skills" concepts learned throughout the management program.

Recommendations:

Add variety to discussion topic options.

Changes:

None are planned at this time.

Program Level SLO Summary

PSLO #1: K- Demonstrate familiarity with the role of a manager in business organizations including identifying specific problems and solutions.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. For example, many homework and examination problems contain these elements in them, and students who succeed in the courses are at least at an introductory level of proficiency in this program student learning outcome. Weaknesses in these skill sets could be found in those students who are not experienced in business, who do not have work experience, and those who have not completed the other required core courses in the degree or certificate program.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO.
2. The courses in the human resources and introduction to business do support and provide training in this PSLO.

3. No change is planned for this PSLO for the next review cycle.

PSLO #2: K- Map the interdependencies of business systems and functions.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. Accounting, introduction to business, and the human resource courses have specific content and course objectives for this program SLO.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO during this review cycle.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle.

PSLO #3: S, A- Collaborate effectively in a team environment by exchanging conflicting ideas and differing viewpoints with other team members, modifying ideas based on critical input from others, and defending the group's solutions to outside critique.

Findings:

This PSLO has been assessed during this program cycle.

Narrative:

Accounting, introduction to business, and the human resource courses have specific content and course objectives for this program SLO. Human resources and the introductory business course utilize both discussions and specific student challenges using scenarios that integrate student performance and course content into measurable responses in various applied situations.

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as team behavior continues to be both a foundation of practice and benchmark for successful social behaviors.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, but specific assessments will target this PSLO.

PSLO #4: S, K- Apply an understanding of the legal and ethical constraints of management to specific business situations.

Findings:

Several courses addressed this PSLO.

Narrative:

Accounting, introduction to business, business law, and the human resource courses have specific content and course objectives for this program SLO. Human resources and the introductory business course utilize both discussions and specific student challenges using scenarios that integrate student performance and course content into measurable responses in various applied situations.

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as legal and ethical behavior continues to be both foundations of practice and benchmarks for successful social behaviors.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, and specific assessments target this PSLO.

PSLO #5: K, S- Across many business scenarios, integrate contemporary business practices and technology to make effective business decisions.

Findings:

This PSLO can be considered to have been assessed.

Narrative:

Many courses integrate business practices with technology, and many courses focus on technological applications to business practices in this program.

Conclusion:

1. This PSLO has been assessed. This is one of the most common assessments in the program because it resides as a core concept in virtually every course in this degree program.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, and specific assessments target this PSLO.

PSLO #6: S, A- Develop the appropriate skills needed for career and community involvement.

Findings:

This PSLO has been assessed.

Narrative:

The introduction to business and the human resources courses both have specific assessments for developing and measuring career readiness. Both levels of economics have several assessments which shift students' attention to the needs of their community and global needs.

Conclusion:

1. This PSLO has been assessed. This PSLO also supports the ISLO of global awareness.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, and specific assessments target this PSLO.

NOTE:

This program review has revealed that there are too many PSLOs. The CTE division is currently reviewing and rewriting these as of this writing.

Additional Information Summary of Discussions

The Applied Tech division tries to meet at least once a month to discuss curriculum, student learning outcomes, do course reviews, evaluate programs, and create a forum for

interdepartmental dialogue. Meeting agendas and minutes show evidence of these and many other work items undertaken by the division. At this writing the division consists of Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; Tori Furman, Counselor and Instructor; David Layne, Professor of Business; several members of WESTEC; and an occasional adjunct.

Participants during the annual review cycle have included: Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; several members of WESTEC; Jessica Grimes, Professor of English; Geoffrey Dyer, Professor of English; Ruby Payne, Professor of Math; Sharon Evelyn, Chair for Social Science; Debra Wooley, IAR&P; Dr. Eric Bérubé, IAR&P; Patty Bench, Vice President of Instruction; several advisory committees, and various adjunct faculty members.

Specific Findings

The institution needs to direct Applied Technology on how to appropriately assess this and the other ISLOs, or show us how to use ones generated at the program (course? both?) level to meet this assessment goal.

Annual program review of this degree program shows small numbers of students completing this program. It does contain many technology courses which are highly sought after by students. It has a strong foundational core of basic business classes, but the "gatekeeper" courses of accounting and economics are often barriers to student success and persistence. While it could be argued that these courses should "lower their bar," this evaluator would respond with an emphatic "No" as these are courses which serve as the basis for professions which demand higher performances by students than most typical jobs found in the workplace. One of many interesting questions arises then of how much is the college willing to subsidize this program? A quick glance at the large number of student degrees being produced in the liberal studies program opens the door for critical discussions in the business department about its mission and goals and how they best fit both with the resources and mission of the college and those of students.

Program: History AA & AA-T Degrees
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

The mission of the History Department of Taft College seeks to introduce students to the breadth and depth of the human experience by a study of past and contemporary societies and cultures, and to develop their ability to conduct research, analyze and assess evidence, and articulate sound conclusions both orally and in writing. In this endeavor the department seeks to develop in its students an appreciation for the richness, diversity and complexities of human history. Thus, the department endeavors not only to help students further develop their analytical and rhetorical abilities, but to formulate historically informed arguments. Students also have the opportunity to reflect on history as a discipline and the nature and uses of historical evidence in seminars on methodology, practice, and theory. Moreover, students who engage with history during their undergraduate years are equipped to become more involved with the complex world they live in and to maintain throughout their lives a spirit of inquiry and critical thinking.

Course Level SLO Summary

Spring 2012 and summer 2012 are generally missing assessments except for a couple classes. For the assessments we do have, those that scored in the introductory comprise very few students. However, there is one exception in fall 2011, History 2231. We see this as an anomaly given the developmental and mastery score for the remaining courses. With the exception of one course, all of the assessments in the History AA show the majority of students in the developmental or mastery scores for all student learning outcomes assessed. The assessments show a large number of students opt-out of many courses and cannot be assessed. Of those that were assessed, the general trends show between 50 and 60% of students score in the developmental and/or mastery range.

Program Level SLO Summary

The only assessments for program level took place in spring 2012 in Area 1, Historical Awareness, Perspective, and Understanding. For 1a, 83% of the students scored in the developmental or mastery on the demonstrate the basic knowledge of the changing traditions and values that have operated in non-western or pre-western societies. For 1b, 80% of the students were able to demonstrate knowledge of the changing traditions and values that have operated in western culture. For 1c, students scored 68% in demonstrating their understanding of the historical development of events, institutions, and social values. Similarly, 65% of students were able to demonstrate critical thought about the historical questions about the problems that run through human history and about historical continuities and discontinuities. Lastly, 68% of students were able to demonstrate connections between the past and the present by applying a critical perspective to their own place in history.

Additional Information

As SLOs are completed in the coming year, there will be more data to use in assessing course and program level student learning outcomes. These findings indicate that more assessment is needed. There were very few courses assessed. These numbers may not reflect overall student progress. Given the number of assessments that were completed an average of 70% of students showed developmental or

mastery skills in the program level outcomes. At the course level, an average of 55% of students showed developmental or mastery skills. At the institutional level, only one course was assessed. It showed that 75% of students were in the developmental or mastery phase of critical thinking.

Program: Industrial Health & Safety AS Degree & Certificates
Instructional Division: Applied Technology
Program Lead: Kanoe Bandy

Program Mission Statement

The Industrial Health and Safety program provides training and education to enable individuals to promote safety and ethical standards in industry.

Additional Information

Course level data provided is only based on the courses taught at Taft College. However, the majority of the courses in this program are taught at the Westec site. It would be advantageous to also include IES course enrollment and success data from the courses taken at the Westec site as part of the division data for Applied Technologies.

Course success rates for the most part are high in this field of study (over 90%). The majority of individuals taking classes in this area occur at the Westec site. For the most part, many take these classes based on employment requirements and are not necessarily interested in pursuing a certificate or degree in this field. While this is understandable, a collective effort between Westec and Taft College will need to take place to encourage those students who have taken four units or more in IES safety classes to consider pursuing a certificate or degree in this field.

Program: Information Technology & Management AS Degree & Certificates
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

This department strives to prepare individuals to apply their knowledge and skills across information technology and management systems.

Course Level SLO Summary

BSAD 2220 – Introduction to Financial Accounting

Findings:

Students who attend class do better. Students who use study groups do better. Students who do well in the first six chapters are more likely to succeed in this level and the next level of accounting.

Recommendations:

1. An extended problem that spirals accounting information may be of help, but most students are not doing homework anyway, and an extended problem might merely drive scores even lower.
2. Tutors are always needed for accounting, but when students are ready to tutor, they transfer to the university.
3. Students need stronger study, writing, and reading skills to help them in other courses so they can complete their accounting courses more readily.
4. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BSAD 2221 – Introduction to Managerial Accounting

Findings:

More than the majority of students are able to interpret cost data and prepare specialized reports accurately.
Students do not do well in transfer of skill sets across differing fact patterns.

Recommendations:

1. Offer more practice sets in which skills must be applied differently.
2. Investigate computerized practice sets which can identify and set-up individualized tutorials to provide extra instruction and specific work in low performance areas.

Changes:

Last year, in response to repeated demands for a new textbook, the division did make a change. This is the first full year of using this new text, and student scores are improved as

is their understanding of the concepts. The questions in class have diminished due to the improved writing and examples used in the new textbook.

BUSN 1051, 1502 General Accounting

Findings:

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

1. The division has been discussing this two course sequence. It is believed that the text for this course is really a college level accounting text, and it should be more of a bookkeeping text. The search has been underway for a year to find a better text to meet the students' needs in these non-transferable courses.

Changes:

Homework was realigned to more closely match the examination questions.

BUSN 1053 Computerized Accounting

Findings:

Students have great success with interpreting transactions and entering them in the database.

When basic accounting skills are weak, students struggle with the lab assignments. Students are successful in achieving the student learning outcomes for this course.

Recommendations:

1. Refine the lab projects so they flow and are easier to follow when using the database.

Changes:

Lab projects are constantly being updated to reflect annual changes in the software.

BUSN 1054,1055 Office Procedures

Findings:

This sequence of two courses is based on an excellent textbook. Students report high satisfaction with the text.

Students do achieve their learning objectives, but student learning outcomes results have not been placed in eLumen since it is taught by adjunct faculty who have not been taught how to use the program.

Recommendations:

1. This sequence is being evaluated and planned for revisions in 2013 to reduce the course to just one class and to include the business machine course content within it as a way to enrich the course and to reduce the number of credits needed to complete several programs.

Changes:

These courses are being revised as of the time of this program review cycle. The division hopes to have the work completed in the spring semester of 2013.

BUSN 1510 Business Communication**Findings:**

This course is newly developed and been offered one semester. It was a resounding success with students due to its many practical applications and career enhancing skill components. The text is well liked and students find it to be a valuable tool and reference.

Recommendations:

1. This course needs to be prepared for online delivery. The division is planning this for 2013.

Changes:

No results of student surveys and assessment instruments indicated a need for change on this brand new course.

COSC 1601, 1602, 1603 – Intro to Word Processing - Microsoft Word**Findings:**

Nine of eleven students scored "excellent" on their final project. Fifteen of sixteen students in another section performed at the "excellent " level. Students who persist in this course are able to interpret instructions and complete a final project with a level of mastery.

Recommendations:

1. Some students do not attempt the final project which prevents them from being successful.
2. Students who do not complete their homework assignments also struggle with the final project.
3. Find ways to have students spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1701, 1702, 1703 – Intro to Spreadsheets - Microsoft Excel**Findings:**

Students can follow instructions to design and construct a professional workbook utilizing the techniques introduced in the course.
Students not devoting enough time to the course are generally not successful.

Recommendations:

1. Students need to spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1811, 1812 – Intro to Presentation Graphics - Microsoft PowerPoint**Findings:**

Eighteen students persisted in the course. Seventeen students submitted their final project. Fourteen of seventeen were evaluated as "excellent" on their final project. Students who completed the course demonstrated they could follow directions, design and construct a professional presentation using the techniques introduced in the course.

Recommendations:

1. Students need to read and follow instructions.
2. Students need more time on task.

Changes:

One additional project will be added for each chapter covered.

COSC 1901, 1902 – Intro to Electronic Database - Microsoft Access

Findings:

Only those students who completed all the learning activities were able to design, construct, and maintain an electronic database. This course is time intensive, and students who are successful have devoted the time to it. Only twelve students persisted in this course with six completing a final project at a level of "excellent."

Recommendations:

1. Students need to spend more time on this course.
2. Bring a discussion to the division about a prerequisite of Excel being added to the course.
3. Tutors for this course would be helpful.
4. Students should be advised to not make this their first computer applications course.

Changes:

Add one more learning activity for each chapter.

Program Level SLO Summary

- Students will be able to manage business information using a variety of current technological tools in diverse business settings.
- Students will be able to identify, design, and create information systems using current information processing tools in diverse business settings.
- Students will be able to function in a global environment using a variety of technology to manage information needs of an organization in diverse business settings.

Additional Information

Most of the findings are similar to what was identified in the previous program review. Course persistence and completion rates are very low. We need to be more aware of when courses are being offered that best serve the students. There is an identified concern with the lack of tutoring available for our students, whether it is on campus or online. Several of the textbooks need to be reviewed.

What is very apparent to the review team is the need to fill the vacant instructor position. Much of what is not being done in this process is due to the overload of current instructors. There is also a significant gap in courses and curriculum that the vacancy could fill, such as the math component or the computer science piece of the business program. There is also the need for internships for students to apply what they have learned in a working environment.

Our responsibility is to reach a couple of different student populations. The first student population is intending to be prepared for transfer. Another student population is looking for new skills or training that will allow them to get into the workforce.

Program: Liberal Arts w/Emphasis – Communication AA Degree
Instructional Division: Liberal Arts
Program Lead: Sonja Swenson

Program Mission Statement

The mission of the AA in Liberal Arts with an Emphasis in Communications is to prepare students to communicate effectively in a variety of situations in future educational and career settings being aware and sensitive to diversity.

Course Level SLO Summary

Overall the majority of the Course Level SLOs are being assessed and improvement plans written. Participation by fulltime faculty is very good, but only spotty for adjunct instructors. There is one area AMSL where SLOS are lacking, and at the present we have not been able to hire a qualified adjunct instructor for these courses, so they are not put in the schedule. The other courses are offered on a regular basis, so they will continue to be assessed by faculty in the next academic year.

Program Level SLO Summary

Currently, there are no appropriate program level student learning outcomes written. These will be written for the next program review cycle, and at that time those plus the course and institutional level SLOs will be assessed.

Additional Information

There is no common understanding of the use of the rubric among FT and adjunct faculty. And, there is not yet full participation in this activity. This hampers a full analysis. Next year it should be more complete and at that time a valid analysis can be done. Until recently, counselors were advising students who wanted a degree in English to switch their major and degree application to Communications. There will be an AA-T English degree option for students and that will meet their needs better than the communication degree. Therefore, the number of AAs in Liberal Arts with an Emphasis in Communications will decline because those students will have another option.

Program: Liberal Arts w/Emphasis – Arts & Humanities AA Degree
Instructional Division: Liberal Arts
Program Lead: Sonja Swenson

Program Mission Statement

It is the mission of the Liberal Arts Division to provide students with rich and diverse course offerings of arts and humanities from which students learn why and how cultures have created literary, visual, and performing arts and ideas which give them and their lives meaning and reflect their values.

Course Level SLO Summary

A pdf file of the SLO assessments for all of these courses could be available to anyone. Just request this from S. Swenson. It appears that the majority of FT faculty are doing their assessments at least for the course level. Some are assessing at the ILSLO level. We do not have full participation from adjunct instructors this year, and if we can get a change to contract language, we should have full participation in the future. In general, it seems that the majority of the students are achieving at Broad to Substantial ability level.

Program Level SLO Summary

There are no program specific SLOs for this degree program. With the range of courses, it would be difficult to draft meaningful PLSLOs. The GE/Humanities SLOs do assess most, but not all, of the courses.

Additional Information

Currently, few adjuncts are participating in this activity since there are no consequences for not doing it. Once specific language is used in the adjunct contract, their participation should increase. It appears that the majority of the courses offered for this degree program, and successful educating the students. This is demonstrated by both the SLO assessments and also the success rates. The few times a red flag appeared, those issues were addressed with the individual faculty. In one incidence, an advisory will be changed. In another, a different textbook and new adjunct will be utilized in the future. All FT and adjunct faculty have been made aware of the importance of the assessing SLOs, and it is hoped that a partnership between FT and adjunct faculty will bring about a greater participation of the adjunct faculty.

Program: Liberal Arts w/Emphasis – Social & Behavioral Science
AA Degree
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

These courses allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Students develop an understanding of the perspectives and methods of the social and behavioral sciences.

Course Level SLO Summary

Writing for social science courses is a challenge for many students. APA format use has improved to acceptable levels.

Additional Information

It is unclear how this program fits into the oversight structures. It is unclear what group is responsible for oversight and evaluation of this program. The program consists of multiple courses that are primarily assessed within other degree or outcome programs. The purpose of program review for an Area of Emphasis is unclear.

Program: Life Science AS Degree
Instructional Division: Math Science
Program Lead: Greg Golling

Program Mission Statement

The fundamental mission of the Life Sciences is to prepare both majors and non-majors students to engage in scientific inquiry, communicate scientific information clearly, acquire basic biology knowledge and skills, and prepare students for further education, career goals and enhance contributions to society.

Course Level SLO Summary

BIOL 1500 – Introductory Biology

Of the three course level SLOs tested in BIOL 1500 the levels of proficiency ranged from 69% to 91%. The average proficiency for the course level SLOs tested was 81%. The area of lowest proficiency dealt with evolution, which is generally a difficult (and for some, controversial) topic for students to comprehend.

BIOL 1501 – Introductory Biology Lab

The course level SLO tested showed a 55% or 77% proficiency rate, depending on which eLumen dataset is used. This SLO involved the identification and explanation of definitive organismal characteristics.

BIOL 1513 – Environmental Studies with Lab

The course level SLO tested showed a 65% proficiency rate. This SLO examined the relationship between the components of ecosystems.

BIOL 2201 – Cell Biology

The course level SLO tested showed a 71% proficiency rate. This SLO asked the student to express a coherent understanding of fundamental biological concepts of the cell.

BIOL 2202 – General Zoology

Not offered

BIOL 2203 – Botany

Instructor resigned before completing assessment.

BIOL 2204 – Vertebrate Zoology

Not offered

BIOL 2250 – Anatomy

The course level SLO tested showed a 90% proficiency rate. This SLO addressed anatomical and directional terminology commonly used in the medical profession.

BIOL 2255 – Physiology Lecture

The course level SLOs tested averaged an 89% proficiency rate. These SLOs asked students to apply anatomical and physiological terminology as well as to explain some common medical disorders.

BIOL 2256 – Physiology Lab

The course level SLOs tested averaged a 90% proficiency rate. These SLOs tasked the students with conducting laboratory investigations, employing the principles of the scientific method, and properly utilizing and caring for lab equipment.

BIOL 2260 - Microbiology

The course level SLOs tested averaged an 88% proficiency rate. These SLOs involved demonstration of a coherent understanding of human-microbe interactions and properly conducting laboratory investigations.

BIOL 2280 – Biotechnology

The course level SLO tested averaged a 100% proficiency rate. This SLO tasked the students with conducting laboratory investigations according to given experimental procedure.

Program Level SLO Summary

BIOL 1500 – Introductory Biology

The program level SLO tested showed an 80.4% proficiency rate. The SLO examined the students' ability to demonstrate an understanding of evolution and its relationship to the unity and diversity of living things.

BIOL 1501 – Introductory Biology Lab

The program level SLO tested showed an 88.2% proficiency rate. The SLO examined the students' ability to demonstrate an understanding of evolution and its relationship to the unity and diversity of living things.

BIOL 2250 – Anatomy

The program level SLO tested showed an 89% proficiency rate. The SLO examined tested students' critical and creative thinking abilities. The ability of students to remember or recognized information or specifics and communicate with little assimilation.

BIOL 2256 – Physiology Lab

ISLO Critical Thinking A – 90%

ISLO Critical Thinking B – 90%

The program level SLO tested showed a 76% proficiency rate. The SLO examined students' ability to employ the scientific method by proposing hypotheses based on observations, testing the hypotheses, critically analyzing experimental data, and formulating conclusions based on the experimental data.

The overall strengths of this program are the sheer number of tools available to the students to help with their learning of the subject matter. All Life science faculty and adjuncts have an accessible website containing all of the relevant course material and supplementary information. The equipment we use involves some of the latest technologies currently used in our fields as well as being very student friendly. Our laboratory classes are designed to augment the topics covered during lecture for a given course. Most of the students in these areas are either taking the classes as a goal for Gen.Ed., as a prerequisite for Allied Health fields, or as part of a Biology major. For the Allied Health students they are generally looking towards going into nursing or dental hygiene programs. The majors students are looking to enter into 4-year degree programs. The outcomes are in alignment with the mission of the program.

Students seem to have the most difficulty with critical thinking and fundamental skills, such as reading, writing, and math. Poor reading and math abilities make passing these courses and achieving the student learning outcomes incredibly difficult. Laziness or disinterest are also commonly seen in poorly performing students. Students rarely attend the professors office hours, nor do they actively seek out tutors. Most students entering this program also have little exposure to science and its concepts.

One area that is being undertaken to remedy these problems is the assigning of more homework for the students. Hopefully this can force the students to read the course material and do the work required to succeed in the course. We are also looking to more strictly enforce the pre-requisites for each course, as many students seem to slip by during enrollment for some reason and register for classes they are not yet qualified to take. Additional equipment to augment student learning will also be explored, such as clay models for the anatomy class.

Additional Information

It would help tremendously if the quality of students entering our institution were at college level abilities. Courses in the Life Sciences continue to be impacted. The six different Life Science courses offered each semester continue to fill early on in the registration period. In fact, these courses generally are over 70% capacity before general registration has begun. We have analyzed wait list data from the fall 2012 semester and found that, at a minimum, two additional sections could be added for each of these courses. We have replaced the faculty member that resigned after the fall 2011 semester, and we are still bursting at the seams with students wanting to take our courses. The need to add additional Life Science courses is imperative to student success at Taft College. Many of our courses fulfill degree requirements and others, such as Anatomy, Physiology, and Microbiology, are requirements for the ever-growing fields of Nursing and Dental Hygiene.

All four of our Life Science faculty are teaching overload. There has not been a time in recent or distant memory where this hasn't been the case. Compounding this issue is the fact that it is incredibly difficult to find quality adjunct faculty. Most of our adjuncts are from Bakersfield, but with the increasing cost of gas many have declined to teach here at Taft College since our adjunct pay rate is generally not enough to compensate for their travel expenses. We feel that the simplest and best solution to this problem is to hire additional full-time Life Science faculty.

One of the comments we continually hear from our students is how well run and efficient our lab courses are. One critical component to this production is the assistance of our full-time Laboratory Technician, John Cameron. Mr. Cameron is responsible for handling not only the management and care of chemical and biological agents, but also for the preparation and set up of many lab investigations in our courses. Mr. Cameron has been essential to our teaching and learning operations in the Life Sciences. John's source of funding at TC is entirely grant mediated. We have been lucky in the past in this respect, as one grant-funding source expired, a recently obtained grant has been available to supply funding for Mr. Cameron. In order to continue with our student success here at TC we need to have Mr. Cameron on more stable funding source, specifically, from the General Funds.

Finally, one of the unique aspects of the Life Science Program is that we work and teach in a field that is constantly changing not only with respect to the scientific knowledge, but also the technology used to relay and develop that knowledge. In order to continue this we need to, at a minimum, maintain our current budget levels. We have been fortunate in the past to have grant monies that covered many of our expenses. However, these grant funds have since expired and we must hope to maintain, repair and replace this equipment, as well as

procure the numerous specimens and reagents for each class, with budget monies currently allocated to us.

Program: Management AS Degree & Certificates
Instructional Division: Applied Technologies
Program Lead: Kanoe Bandy

Program Mission Statement

The program prepares professionals with specific skills and attitudes needed to address customer needs and to meet or exceed customer expectations as found in all sectors of the business environment.

Course Level SLO Summary

BUSN 1051, 1502 - General Accounting

Findings:

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

1. The division has been discussing this two course sequence. It is believed that the text for this course is really a college level accounting text, and it should be more of a bookkeeping text. The search has been underway for a year to find a better text to meet the students' needs in these non-transferable courses.

Changes:

Homework was realigned to more closely match the examination questions.

BUSN 1500 - Introduction to Business

Findings:

Students report a 90+% level of high or very high satisfaction with this course. Students do accomplish the student learning outcomes in this course. One of their favorite projects is the career project which they find valuable and directly useful in their careers.

Recommendations:

New editions of the textbook have been released, and this course needs to be reviewed for both the TMC and new textbook.

Changes:

The career project was modified to include a practice set of interview questions during this program review cycle. Students report high to very high levels of satisfaction (+90%) with this new change reporting it to be useful and "incredibly helpful for the real world."

BUSN 1510 - Business Communications

Findings:

This course is newly developed and been offered one semester. It was a resounding success with students due to its many practical applications and career enhancing skill components. The text is well liked and students find it to be a valuable tool and reference.

Recommendations:

This course needs to be prepared for online delivery. The division is planning this for 2013.

Changes:

No results of student surveys and assessment instruments indicated a need for change on this brand new course.

MGMT 1500 - Introduction to Human Resource Management**Findings:**

This class has always been taught as a distance learning course. Case work was strong, and students have a good understanding of HR concepts in these sections of courses. Applied projects continue to emerge as students' favorites in this course (e.g. career documents and case situations). Working students and older students seem to do better in this course due to experiences in the workplace. Good writing skills are lacking in many students.

Recommendations:

1. Add a few more discussion options in some of the discussion topics to give more choices and encourage variety in the dialogues.

Changes:

Review and update discussion options when this course is scheduled to run again.

MGMT 1505 - Principles of Supervision**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

1. Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1510 - Foundation Essentials**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

Teach adjunct faculty how to use eLumen and measure SLOs.

Changes:

1. No course changes are planned, but the division is planning on training sessions in 2013 for adjunct faculty to learn eLumen and work with the program review process.

MGMT 1515 - Communication**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1520 - Team Building**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

Teach adjunct faculty how to use eLumen and measure SLOs.

Changes:

No course changes are planned, but the division is planning on training sessions in 2013 for adjunct faculty to learn eLumen and work with the program review process.

MGMT 1525 - Time Management**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

Teach adjunct faculty how to use eLumen and measure SLOs.

Changes:

No course changes are planned, but the division is planning on training sessions in 2013 for adjunct faculty to learn eLumen and work with the program review process.

MGMT 1530 - Conflict Management**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1535 - Decision-Making**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1540 - Organizational Change**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1545- Customer Service**Findings:**

Students have good understanding of basic concepts and showed some real strengths in applied projects. Students not reading the book did not do as well as those who did. Students with good study skills continue to do well in this course.

Recommendations:

1. Consider "locking out" new material until each unit is completed.
2. Have students take time management and study skills courses.
3. Teach students how to persist in this and other courses.

Changes:

Revise the opening announcement to the course by including some suggestions for course success.

MGMT 1550 – Attitude**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

Teach adjunct faculty how to use eLumen and measure SLOs.

Changes:

No course changes are planned, but the division is planning on training sessions in 2013 for adjunct faculty to learn eLumen and work with the program review process.

MGMT 1555 - Stress Management**Findings:**

This course has no SLO findings at this writing. It has been taught by adjunct faculty who have not been trained to use the eLumen software.

Recommendations:

Teach adjunct faculty how to use eLumen and measure SLOs.

Changes:

No course changes are planned, but the division is planning on training sessions in 2013 for adjunct faculty to learn eLumen and work with the program review process.

Findings:

Case work was very strong as was the work across organizational behavior concepts. Only 1 student failed to finish the capstone. All others achieved at least a "B" or higher. The concepts and details of the case study made more sense to those who had work experience. The final project effectively showed "proficiency" in the "soft skills" concepts learned throughout the management program.

Recommendations:

Add variety to discussion topic options.

Changes:

None are planned at this time.

ELECTIVESBUSN 1601,1602,1603 - Beginning Keyboarding

Findings: None

Recommendations: None

Changes: None

COSC 1601,1602,1603- Intro to Word Processing – Microsoft Word**Findings:**

Nine of eleven students scored "excellent" on their final project. Fifteen of sixteen students in another section performed at the "excellent" level. Students who persist in this course are able to interpret instructions and complete a final project with a level of mastery.

Recommendations:

1. Some students do not attempt the final project which prevents them from being successful.
2. Students who do not complete their homework assignments also struggle with the final project.
3. Find ways to have students spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1701,1702, 1703 – Intro to Spreadsheets –Microsoft Excel**Findings:**

Students can follow instructions to design and construct a professional workbook utilizing the techniques introduced in the course. Students not devoting enough time to the course are generally not successful.

Recommendations:

Students need to spend more time on task.

Changes:

Add one additional assignment per chapter.

COSC 1811,1812 – Intro to Presentation Graphics – Microsof PowerPoint**Findings:**

Eighteen students persisted in the course. Seventeen students submitted their final project. fourteen of seventeen were evaluated as "excellent" on their final project. Students who completed the course demonstrated they could follow directions, design and construct a professional presentation using the techniques introduced in the course.

Recommendations:

1. Students need to read and follow instructions.
2. Students need more time on task.

Changes:

One additional project will be added for each chapter covered.

Program Level SLO SummaryAssociate of Science- Management

PSLO #1: K, S- Use specific business concepts to work effectively in personal and business environments.

Findings:

This PSLO was not directly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. For example, many homework and examination problems contain these elements in them, and students who succeed in the courses are at least at an introductory level of proficiency in this program student learning outcome. Weaknesses in these skill sets could be found in those students who are not experienced in business, who do not have work experience, and those who have not completed the other required core courses in the degree or certificate program.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO.
2. The tasks and discussions in the human resources, introduction to business, and the 8 mini management courses do support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle.

PSLO #2: K, S, A- Synthesize business and personal growth skills into strategies useful in public and private sectors.

Findings:

This PSLO has been directly and repeatedly assessed during this program cycle.

Narrative:

This PSLO could easily be assessed by using the results of those residing at the course levels. Accounting, introduction to business, human resource, computer software, and mini management courses have specific content and course objectives for this program SLO.

Conclusion:

1. This PSLO can be said to have been assessed, but not with a specific assessment tool being used to shape conclusions about this PSLO during this review cycle.
2. Nearly all the program's courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle.

Certificate in Management- Customer Service

PSLO #1: K, S- Use business terms and concepts to effectively communicate them in business language.

Findings:

This PSLO has been assessed during this program cycle.

Narrative:

Accounting, introduction to business, human resource courses, software application classes, and the mini management courses have specific content and course objectives for this program SLO. Human resources and the introductory business course utilize both discussions and specific student challenges using scenarios that integrate student performance and course content into measurable responses in various applied situations.

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as team behavior continues to be both a foundation of practice and benchmark for successful social behaviors.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, but specific assessments will target this PSLO.

PSLO #2: S, K- Make effective business decisions using systematic evaluative information based approaches.

Findings:

Several courses addressed this PSLO.

Narrative:

Accounting, introduction to business, business law, human resource courses, and the mini management classes have specific content and course objectives for this program SLO. Human resources and the introductory business course utilize both discussions and specific student challenges using scenarios that integrate student performance and course content into measurable responses in various applied situations.

Conclusion:

1. This PSLO has been assessed. It is an important one to the program as legal and ethical behavior continues to be both foundations of practice and benchmarks for successful social behaviors.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, and specific assessments target this PSLO.

PSLO #3: S, A- Exhibit high standard of professional practice by demonstrating ethical and social responsibility in a multi-cultural, team oriented, rapidly changing environment.

Findings:

This PSLO can be considered to have been assessed.

Narrative:

Many courses integrate business practices with technology, and many courses focus on technological applications to business practices in this program.

Conclusion:

1. This PSLO has been assessed. This is one of the most common assessments in the program because it resides as a core concept in virtually every course in this degree program.
2. Several courses support and provide training in this PSLO.
3. No change is planned for this PSLO for the next review cycle, and specific assessments target this PSLO.

Additional Information Summary of Discussions

The Applied Tech division tries to meet at least once a month to discuss curriculum, student learning outcomes, do course reviews, evaluate programs, and create a forum for interdepartmental dialogue. Meeting agendas and minutes show evidence of these and many other work items undertaken by the division. At this writing the division consists of Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; Tori Furman, Counselor and Instructor; David Layne, Professor of Business; several members of WESTEC; and an occasional adjunct.

Participants during the annual review cycle have included: Kanoe Bandy, Chair; Sam Aunai, Director of CTE; Linda West, Distance Learning Coordinator and Professor of Computer Technology; Victoria Herder, SLO Coordinator; several members of WESTEC; Jessica Grimes, Professor of English; Geoffrey Dyer, Professor of English; Ruby Payne, Professor of

Math; Sharon Evelyn, Chair for Social Science; Debra Wooley, IAR&P; Dr. Eric Bérubé, IAR&P; Patty Bench, Vice President of Instruction; several advisory committees, and various adjunct faculty members.

Specific Findings

The institution needs to direct Applied Technology on how to appropriately assess this and the other ISLOs, or show us how to use ones generated at the program (course? both?) level to meet this assessment goal. Annual program review of this degree program shows growing numbers of students participating in this program and certificate option. They do contain many technology courses which are highly sought after by students. Both have strong foundational cores of basic business classes which focus on individual topics of concern to leaders and managers. This intense practicality and immediate usefulness continues to attract students and to be valued by employers and the advisory board. Current research results continue to support the need for this kind of programming. A goal will be to increase the number of classes in the mini management series to include diversity and etiquette, both planned for development in 2013.

Program: Mathematics AA Degree
Instructional Division: Math Science
Program Lead: Greg Golling

Program Mission Statement

The Department of Mathematics has a mission to provide all mathematics students with an understanding of the logical structure and style of mathematics appropriate to their discipline and level. We will provide math transfer students with the background necessary to pursue a meaningful career in mathematics or related fields. We will provide basic skills students the tools and strategies necessary to prepare for successful roles in an ever-changing society.

Course Level SLO Summary

Math 0230 – Basic Mathematics

Students who completed the assessment generally scored in the Mastery range. The remainder of the students did not complete the assessment. However, it would appear students still struggle with division of whole numbers, decimals, and fractions.

Math 0240 – Pre – Algebra

Students who completed the assessment generally scored in the Mastery range. The remainder of the students did not complete the assessment. However, it would appear students still struggle with solving problems involving ratios and proportions.

Math 1050 – Elementary Algebra

Students who completed the assessment generally scored in the Mastery range. The remainder of the students did not complete the assessment. However, it would appear students still struggle with algebraic operations and polynomials but it could be a result of where the SLO assessment is placed in the course.

Math 1060 – Intermediate Algebra

Students who completed the assessment generally scored in the Mastery range. The remainder of the students did not complete the assessment. However, it would appear students did well with the solve formulas and linear equations for a specified variable assessment.

Math 1500 – Math for a Modern Society

SLOs will be assessed for the first time during the fall 2012 semester.

Math 1540 – Precalculus Mathematics

SLOs will be assessed for the first time during the fall 2012 semester.

Math 2100 – Analytic Geometry & Calculus I

Students who completed the assessment generally scored in the Mastery range on two of the assessments. However, students struggled on the rates of change assessment. Due to the difficulty level of this course many students had dropped or were not attending during the assessment period.

Math 2120 – Analytic Geometry & Calculus II

All SLOs were assessed and the majority of students scored in the proficient range.

Math 2130 – Analytic Geometry & Calculus III

All SLOs were assessed and all students scored in the Mastery range.

STAT 1510 – Elementary Statistics

Two of the three SLOs were evaluated and the vast majority of the students scored in the Proficient or Mastery range.

Program Level SLO Summary

All mathematics AA degree program SLOs were assessed for Math 2120 and the vast majority of students showed Proficiency or Mastery. One of the program SLOs were assessed in Statistics 1510 and the vast majority of students showed Proficiency or Mastery.

Additional Information

Each semester most courses are filling to capacity creating a need to offer additional sections for many courses. Due to the current load of math faculty the need for an additional faculty member is becoming more imperative. The need for retaining current adjunct faculty and recruiting new adjunct faculty is ongoing.

Based on the increased success rates seen across all courses our current teaching methodologies continue to be successful. Based on student feedback it is clear the current implementation of Supplemental Instruction and tutoring in the Math Lab is not meeting student needs or professor expectations.

With the rapidly changing technology faculty need to attend professional conferences to stay current with mathematical pedagogy and instructional technology.

The use of technology in all course levels has enhanced instruction by addressing a variety of learning styles while providing additional resources.

Course level SLOs are being assessed in all math courses. The math faculty continue to review this data and make changes as needed. Program SLOs have been aligned with our Basic Skills Math program.

Our curriculum and instructional materials are reviewed and updated on an ongoing basis. As a result of recent grants, enrollment in upper mathematics courses has increased, creating a demand from students for additional higher mathematics courses such as: Differential Equations, Linear Algebra, and Mathematical Programming.

Program: **Multimedia Journalism AA Degree**
Instructional Division: **Liberal Arts**
Program Lead: **Sonja Swenson**

Program Mission Statement

The mission of the Multimedia Journalism program is to provide students with skills and knowledge to either transfer to a university to pursue a bachelor's degree or to function as a polished "citizen reporter" in their local news arena.

Course Level SLO Summary

SLOs for the Journalism and Speech classes have been assessed and where necessary course improvement plans have been written. None of the SLOs for the Art 1800 series have been assessed. A pdf file of the results is available by request of S. Swenson

Program Level SLO Summary

Without course level assessments of the Art 1800 series of courses, no meaningful analysis of Program Level SLOs is possible.

Additional Information

As stated repeatedly elsewhere in the PRs for this division, once a FT Art faculty is hired, a systematic analysis of all of the SLOs will be completed. With the lack of a fulltime art faculty, this program is frequently overlooked because of lack of time of the current FT faculty and division chair. Two general goals were established last year, but more specific ones will be established this year.

This kind of program is new, trendy, and "sexy" to the young adult. There is a demand for individuals with this skill set, yet true to the academic form, we have neglected to advertize. Because of the PR review process, faculty have become aware of how a new program gets "advertized" to students and advisors plus the ways in which that is accomplished. Steps to accomplish that are listed in the Program Goal statement below.

Program: Physical Education AA Degree
Instructional Division: Math Science
Program Lead: Greg Golling

Program Mission Statement

The department of Physical Education at Taft College is designed to prepare students in a wide range of opportunities in the Physical Education field of academia. After completion of an associate degree at Taft College it is the department's desire to have aspiring students transfer to a four-year university/college and pursue their undergraduate degree in this academic field. An additional goal is to create a healthy lifestyle for Taft College students, faculty, staff, and all the communities of the West Kern Community College district. Successful students in this field of study will develop and improve upon their critical and ethical thinking skills; along with developing leadership and teamwork lifelong skills.

Course Level SLO Summary

HLED 1510 – Principles of Healthful Living

The data from the analysis of the CSLO's for this course would indicate that 72% of the students who have taken this course, finish with a mid-level to mastery comprehension of the information they have received during the semester of learning. Conversely, 28% completed the course with very limited retrievable knowledge of the subject matter, with 18% of those not finishing the evaluation, entirely.

PHED 1507, 1508, 1509, 1510, 1511, 1514, 2507, 2508, 2509, 2510, 2511, 2514

These are intercollegiate athletic courses where the athletes are already very close to a mastery level of the sport when they come to Taft College. Sometimes the students are unable to be evaluated for physical abilities due to injury.

PHED 1523 – Beginning Weight Lifting

This course had student completion of 93% at the sufficient or mastery level. This course has a very low percentage of students who don't do well in it, due to the desire to be in the class in the first place. Most of those who don't fair well in the class, are those who stop attending.

PHED 1524, 1528, 1534, 1532, 1535, 1537, 1542

These courses are activity courses and the students who enroll in them usually do very well due to their desire to learn and participate in the activity.

PHED 1644 – Introduction to Physical Education

This course has a 92% mastery rate. It is taken by students who are Kinesiology or Physical Education majors, and they are very motivated to be in the class.

PHED 1646, 2146 – Techniques in Athletic Taping

These courses have a 100% completion rate with sufficient to mastery of the curriculum.

Additional Information

The students are passing the courses in this program at a good comparative level. The ISLO of which the students have been assessed shows that greater than two-thirds of the students in the program courses are doing well. The program is a good mix of intellectually and physically demanding courses, as a Kinesiology, Physical Education, and Health Education program should be.

Program: Physical Science AS Degree
Instructional Division: Math Science
Program Lead: Greg Golling

Program Mission Statement

The mission of the physical sciences is to engage students in the scientific exploration of the physical universe with well-qualified faculty, safe and relevant hands-on experiences, and modern technical resources. The skill sets acquired by our students will provide a foundation for future learning and promote the realization of career goals.

Course Level SLO Summary

ASTR 1511 – Introduction to Astronomy & Lab

Overall, the students had a good general understanding of classifying stars on the H-R Diagram. The issues that most often came up were: not thoroughly reading the questions, giving incomplete answers, occasional misinterpretation of the questions, and, rarely, giving answers unrelated to the questions. Seventy-nine percent of the students showed either mastery or passable comprehension of the assessment material for the assignment, based on performance.

CHEM 1510 – Introductory College Chemistry

89.6% of students across five sections of intro chemistry successfully demonstrated an ability to calculate the molar mass of a compound.

CHEM 2108 – Organic Chemistry

Students demonstrated an excellent ability to determine the classes of functional groups found in organic molecules.

CHEM 2109 – Organic Chemistry Laboratory

Students demonstrated a good ability to determine functional group in an organic compound from experimental results.

CHEM 2211 – General Chemistry

Students demonstrated an excellent understanding of chemical periodicity in determining molecular structure.

CHEM 2212 – General Chemistry & Qualitative Analysis

Students demonstrated a good ability to determine the concentration of a substance at chemical equilibrium. 14% were unable to perform this task adequately. We will assess this same SLO spring semester 2013 and then re-evaluate curriculum.

PHYS 2221 – General Physics (Calculus)

The students performed well on the assessment considering a portion of them had relatively little exposure in using applied calculus in solving physics problems. A large portion of students had some trouble with limits of integration to a lesser extent, and applying the definition of the derivative to a larger extent. Sixty percent of the students demonstrated mastery or passable comprehension of the assessment material for the assignment based on performance.

Physics 2222 – General Physics (Calculus)

The students showed near mastery level understanding of Kirchhoff's Rules, as applied to one specific problem. There were some who did not pay careful attention to all the details, but overall, the results were excellent.

They had an overall grade of 100% for the assessment at the mastery level. No remediation of the material or review was necessary by the end of the course.

Program Level SLO Summary

Assessed students demonstrated an excellent ability to utilize safe and correct operating procedures in: 1) The use and treatment of laboratory equipment and procedures. 2) The ability to utilize safe and correct operating procedures in the use and treatment of laboratory equipment and procedures, and to employ the scientific method by critically analyzing experimental data, and 3) Formulating conclusions. Proficiency in physical science computations was good, but can be improved. Program SLOs will be assessed in more sections during 2013.

Additional Information

Physical science course offerings continue to fill early in the registration process. Some sections are now closing prior to the beginning of continuing matriculating student registration. Following the retirement of our interdisciplinary tenured faculty member who taught physical geography in overload, we are offering 70 contact hours of physical science with two full-time faculty members during the spring semester 2013. Physical geography and geology, which served 365 students in academic year 2011-2012, are taught entirely by adjunct/emeritus faculty. This equates to 4.67 full time loads of physical science offerings with 2 full time faculty. Additionally, we have not been able to attract qualified adjunct faculty for chemistry courses. Were it not for a retired faculty member returning after 9 years of retirement, a section of introductory chemistry would have been cancelled fall semester 2012. This situation makes it impossible to offer additional sections of majors physical science courses, which are required lower division prerequisites for our growing population of STEM students.

A permanent laboratory technician/hazardous procedure safety officer employed from the general fund is vitally important to student success in science laboratory courses, and to the institution as a whole. Our current lab technician is funded via grants that will expire. Failing to create a general fund position with clearly defined duties will have dire consequences on our ability to provide safe and relevant hands-on laboratory experiences for our students.

The continued use and integration of new technologies in physical science courses has been well received by students and enhanced understanding of content. We feel that continued access to these new technologies as they become available is important to student success in the physical sciences. One important part of this process is having the necessary budget funds to acquire and maintain these resources. In recent years the budgets of physical science faculty have been drastically reduced to compensate for real and anticipated reductions in district funding from the state. It is critically important that we restore/maintain budgetary allotments if we are to sustain, and strive to improve, student success in the physical sciences.

Program: Psychology AA-T Degree
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

The mission of instructors teaching psychology at Taft College is to provide structured and semi-structured opportunities for students to develop and master the Knowledge, Skills, and Values consistent with the science and application of psychology.

Course Level SLO Summary

There is a high proportion of SLOs that are not scored in all courses, often from a third up to three-fourths of SLOs were not scored. For the biology courses, the majority of SLOs reached a scoring level of 3. There were no students who reached the scoring level of 4 or 5.

In Psychology 1500, there were wide variations between SLO success between the semesters measured. This is likely because different faculty are measuring SLOs in different ways in the different semesters. Like in the biology courses, there were no students who reached a scoring level of 5 (except for an SLO measured once on evidence-based reasoning).

In Psychology 2003, there were several SLOs in which the majority of students only reached a scoring level of 1. There also was often little to no students who reached the highest scoring levels.

In Psychology 2200, there was again a wide variation in the scoring levels across the semesters, as well as no students who reached the higher scoring levels, except for one SLO (data analysis and statistics).

There was only one SLO for Psychology 2205, and it was not scored. There were several SLOs in Sociology 1510, but none of them were scored, either. There was also a very high rate of not scoring for Statistics 1510 SLOs, as well. Of those scored, the majority of students (who were scored) reach the scoring level of 3.

SLOs related to utilizing APA style in writing were often not assessed, but are relevant for each psychology class.

Program Level SLO Summary

The course SLOs will be reviewed and linked with the program level outcomes.

Additional Information

Overall, the new program is healthy. Success rates are generally high, and students have already graduated with the transfer degree in Psychology. However, the generally low success rate of the online offerings of Psychology 2003, Psychology 2200, and Statistics 1510 suggests the need for resources for instructors who teach in the online format, as well as the face-to-face versions of Psychology 2003 and Statistics 1510. The course and ISLOs suggest that students are moderately meeting our learning objectives (scoring levels of 2 or 3), but are not reaching the higher levels. With the new transfer degree, this is a great time

to re-vamp course and program SLOs for the Psychology Program, and map them onto the institutional SLOs. There is also a large proportion of SLOs not scored.

Program: Recreation AA Degree
Instructional Division: Social Science
Program Lead: Vicki Herder

Program Mission Statement

The Recreation major is designed for students interested in the field of recreation and leisure studies. The program serves all students at a collegiate level and values the historical and theoretical foundations embedded in the practical applications of our daily lives.

Course Level SLO Summary

Anthropology 1512-not assessed, Biology 1500-gaps in critical thinking skills, basic entry level knowledge, Drama 1535-overall assessments positive, completion of assignments maybe an issue, Psychology 1500- limited assessment activity, Psychology 2003-writing APA still an issue, Psychology 2033 Limited assessments, Recreation 1510- limited assessments APA formatting issue, Speech 1511- Need to change old habits when giving speech.

Program Level SLO Summary

Students within the recreation class are able to demonstrate a method of inquiry which needs to be reinforced in the other courses within the major. Students learn various theories and these need to be explored through the other courses as well. Students need to integrate information of human growth in Biology, Psychology and Recreation classes.

Additional Information

Need to offer Recreation 1516, Course Outline of Record needs revision. If the course is not to be offered, then changes need to be made within the major. Discussion has taken place about a recreation certificate with some leadership classes.

Program: Sociology AA-T Degree
Instructional Division: Social Science
Program Lead: Sharyn Eveland

Program Mission Statement

The Associate in Arts in Sociology for Transfer degree provides a clear and direct route for transfer to upper division work in the sociology major through structured and semi-structured opportunities for students to develop and master the knowledge, skills, and values consistent with the science and application of sociology.

Course Level SLO Summary

SLO results from courses indicate the majority of students demonstrate an acceptable level of mastery. course

Additional Information

This is a new program. Courses are offered on a regular basis and have good enrollment and success rates. All sociology courses are taught by adjunct instructors. Few of the sociology course SLOs have been assessed.

Recommendations for Academic Program Level Student Learning Outcomes

Student Learning Outcomes Summaries by Non-Instructional Program

The following section contains the academic student learning outcomes findings and conclusions by program.

Program: Athletics
Area: Student Services
Program Lead: Kanoe Bandy

Program Mission Statement

The Taft College Athletic Department aims to give all athletic programs within our institution the opportunity to grow, equally providing each with sufficient funds to run the program. The department also ensures that each program is equipped with the necessary personnel in the coaching staff so that the student athlete is able to leave this institution with the satisfaction that they have received the best that could be offered. All coaching staff members are well equipped with the knowledge necessary to prepare the student athlete to compete and learn at levels beyond community college. Each member is thorough in their ability to teach and implement programs that are beneficial to all student athletes physically, mentally, and socially.

The athletic department focuses on assisting the student athlete in building a personal ethic that values others and that aims for personal achievement in a manner that is honorable and admirable. The athletic program engages the student athlete in a learning process where they learn life skills that are beneficial to themselves and the community. Sportsmanship is an important value that is continuously reinforced to our student athletes. We want our athletes to always exhibit positive sportsmanship and behavior that is respectful to the college and to themselves. We expect our athletes to wear their uniform or school colors proudly, following the rules of competition, and always supporting those who support them.

Taft College is committed to providing equal opportunities in athletic participation regardless of gender.

Taft College is committed to providing a safe environment in which to participate free of drugs, alcohol or any other controlled substance.

Course Level SLO Summary

Student athletes must enroll in an Intercollegiate Athletic course during their season of participation. Below are the course level SLO findings from those courses.

PHED 1507 – Intercollegiate Softball

There is standard performance (100%) across the board that students are able to apply offensive and defensive strategies in game situations, differentiate between positive and negative sportsmanlike attitudes, perform essential skills and have developed team values.

PHED 1509 – Intercollegiate Volleyball

There is 69% standard and 24% exemplary performance that students are able to perform essential skills. This may show one of the reasons why the volleyball team was successful on the court. There is 88% standard performance that student athletes were able to differentiate between positive and negative sportsmanlike attitudes during the season and had developed team values.

PHED 1510 – Women's Intercollegiate Volleyball

There is strong standard performance (88% to 100%) in all areas; performance of essential skills, applying offensive and defensive strategies in game situations, development of team values and differentiating between positive and negative sportsmanlike attitudes.

PHED 1511 – Men's Intercollegiate Soccer

There was 83% standard performance in all areas with 17% in exemplary performance; performance of essential skills, applying offensive and defensive strategies in game situations, development of team values and differentiating between positive and negative sportsmanlike attitudes. This may also have a direct relationship to the success of this team.

PHED 1514 – Intercollegiate Baseball

Over a two year period of time, there was 58% standard performance and a 42% exemplary performance in demonstrating essential skills.

PHED 2509 – Intercollegiate Volleyball

There is standard performance (100%) in performance of essential skills, applying offensive and defensive strategies in game situations, differentiating between positive and negative sportsmanlike attitudes and the development of team values. This is the sophomore level course and the expectation is much higher.

PHED 2510 – Women's Intercollegiate Soccer

There is 83% standard performance in the following areas; performance of essential skills, application of offensive and defensive strategies in game situations, differentiation between positive and negative sportsmanlike attitudes and the development of team values.

PHED 2511 – Intercollegiate Soccer

There is 100% standard performance in the following areas; performance of essential skills, application of offensive and defensive strategies in game situations, differentiation between positive and negative sportsmanlike attitudes and the development of team values. This is a sophomore level class so the expectation is higher. This may also have a direct relationship to the success of this team.

PHED 2514 – Intercollegiate Baseball

There is a 57% exemplary performance and a 43% of standard performance in the area of essential skills.

Additional Information

Past: In the past several years, Athletics has been driven by the budget. It has limited what we do and how we do it. However, despite the budget crisis, we have been able to maintain our strong athletic tradition with voluntarily reducing assistant coaches, reducing competition, limiting travel and using fundraised dollars.

The student population in Athletics has continued to increase. The salaries continue to increase along with official's fees, travel, and equipment costs. In order to continue to meet program needs, the department has done a number of things. First of all, the department

took a 15% reduction in competition dates, reducing the cost of travel. Secondly, we are increasing the use of fundraised dollars. This is quite difficult in a small community and a weak economy. Here is an example of how much has been supplemented by the work of the coaching staff through fundraising:

Fall 08/Spring 09 Fall 09/Spring 10 Fall 10/Spring 11 Fall 11/Spring 12
\$39,479 \$40,463 \$33,454 \$39,411

In an effort to generate more funds, we are running snack bars at our athletic events. We have found that they are not very lucrative, but they do create a sporting atmosphere for the events. We have also received approval from the Board of Trustees to change our long time tradition of not charging for attendance at athletic events. The pricing is quite reasonable and will be tested for a year. If after that point we feel the prices are too high or too low, we can make adjustments.

We have felt very fortunate that we have been asked to only submit flat budgets during the budget crisis years. We have witnessed many more cuts on other campuses. The downside to flat budgets is that salaries and benefits continue to rise and fixed costs that are required to have a program remain in the budget. In the end, we are left with very little in our operating budget. Five years ago, 2007-08, salaries and benefits represented 76% of the budget. They now represent 90% of the athletic budget. As those costs continued to rise, our operating budget has been cut over this same period of time by 60.56%, which essentially is about \$83,000 in cuts over this period of time.

In addition to these cuts, the Athletic Department is so closely tied to the Health and Physical Education Department that the reduction in class sections affected our department staff and students.

Present: It is recognized that the Athletics program is strictly district funded. As a result, we are the first program to be hit during a budget crisis. We have been able to maintain very strong programs while recognizing that the funding at the community colleges is very cyclical and at some point would improve. Our intent was to tighten up financially until there was an improvement in the budget allocations.

The Athletic Department continually studies the viability of our programs and how we affect our conference schools. The Central Valley Conference has a wide range of participation, with Fresno City College supporting 19 sports and Columbia College supporting two. On average, the schools in our conference have at least nine sports per school. Taft College offers six sports--two men's and four women's.

Title IX and Gender Equity studies are also conducted on an annual basis. We have maintained compliance by providing opportunities for the underrepresented sex by starting up the women's soccer program in 2006. These added opportunities have kept Taft College in compliance for five years ending in the 2011-12 school year.

The discussion of repeatability has created issues for athletics. Since there was an elimination of repeatability, with the exception of Intercollegiate Athletics, it gives a strong impression that there is not an attack on athletics, but rather on an excess of activity courses. It is viewed as a "gift". There is work to be done to revise the Course Outlines of Record to reflect this change.

Future: With the economy improving there will soon be an opportunity for growth. We are currently seeing additional classes being offered and optimism on our campus. The Athletic

Department would like to suggest growth in our department as the college strategically plans its future. These plans need to be carefully discussed and coordinated through the Governance Council since growth in Athletics will take careful coordination with other areas on campus. There is a hope that athletics will get an opportunity to use vacated dorm rooms for possible student athletes along with the other anticipated students. There is also a need to coordinate a request for a Health/Physical Education/Coach position with the Office of Instruction and the Health/Physical Education department. The most successful programs are those with full time faculty members.

There are many legitimate reasons to plan for growth on the campus through the Athletic Department. These are full time students (FTES) who are working in learning communities (Team's), with proven high academics that are completing degrees and certificates within the two year period of time (Eligibility). Based on the facilities available and gender equity issues, the current recommendation would be men's and women's golf, men's basketball, and/or sand volleyball.

The future will also be dependent upon funding. It is requested that when there is an increase in general funds to Taft College, that budgets be gradually reinstated to the Athletic Department. Currently there is no supplies budget, travel has been reduced and we would like to ensure that there is continued funding for full coaching staffs.

Program: CalWORKS
Area: Student Services
Program Lead: Darcy Bogle

Program Mission Statement

We are a California Community College program serving California Work Opportunities and Responsibility to Kids (CalWORKs) students and their families by providing educational and career opportunities combined with an array of high quality support services that enable students to complete their educational goals, find meaningful employment and successful transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Program Level SLO Summary

One out of two CalWORKs program learning outcomes was accessed in spring 2012. The outcome is for CalWORKs students to recognize the requirements and expected timelines to meet an educational goal. This is extremely important given the limited amount of allowed time to receive CalWORKs benefits set by the government.

With a 75% response rate; the majority of CalWORKs students who were assessed (63%) were able to state their educational goal, list the appropriate steps to complete the goal, and indicate an appropriate timeframe.

Additional Information

Although the CalWORKs population has remained consistent in numbers, retention is a concern. Each semester the majority of CalWORKs students are new to Taft College. CalWORKs students face more barriers to success as they struggle with the demands of school, work, child rearing, county requirements and poverty. All CalWORKs students are first generation college bound and the majority are basic skills. Still, the students are very clear on their education goal, this is due in part to the requirement from the County DHS office and the students' welfare to work plan. The CalWORKS work-study program incentivizes employers to hire the student by providing 50% of the salary and provides motivation and supplemental income for the family while working towards completion of their education goal. The work-study program also provides much needed work based training on transferable skills and work ethic.

Program: Career/Technical Education Support
Area: CTE
Program Lead: Sam Aunai

Program Mission Statement

The mission of the Career and Technical Education (CTE) Department is to promote opportunities for individuals to receive education and training to prepare for careers in a variety of occupational fields. The CTE Department will do so by providing relevant information and analysis on career and occupational outlook, facilitating programmatic and student support from the community including business and industry, and coordinate occupational field experiences for students. The CTE Department will also assist in facilitating and analyzing specific occupational and program data to determine progress and provide support to the academic divisions.

Additional Information

With the hiring of the full-time Career Development Counselor and the filling of the part-time Career Exploration Advisor, we are steadily building momentum around the idea of "career planning and exploration" on campus. The focus has been in CTE related programs. There is much that needs to be done to promote the culture of "career" readiness to the entire campus. However, we are slowly making headway.

With the new CTE Integrated Support Technician, we have been able to pull data from Banner/Cognos about CTE specific programs and provide a brief summary to the divisions about what the data says about the program. This has been useful in helping us to determine where the need may be in services to students in programs.

One thing that is noticeable is the low number of program completers at Taft College. In reviewing student data, it was noticed that many students have taken courses that add up to a certificate but never requested to receive the certificate. Using this information, we were able to support Student Services in contacting students from CTE programs advising them to meet with a counselor/advisor and inform the students that they may qualify to receive a Taft College certificate. There has been an significant increase in the number of certificate requests that has come in (100 received this spring so far compared to maybe 2-5 per semester in prior years). Data has also been used to determine what courses to offer in some areas, which is an important step in helping students to finish a program.

There is also a hunger for students to know what industry expects of their employees. As such, internships will continue to be a major factor in supporting students with career preparation. We have also learned that it is important to be on the same page with employers when it comes to internships, job skill expectations, and requirements.

Program: Career/Transfer
Area Student Services
Program Lead: Darcy Bogle

Program Mission Statement

The purpose of the Career/Transfer program is to provide career and transfer services to students including career/vocational counseling, career assessments, and transfer planning. This program is also responsible for implementing strategies for improvement of graduation, transfer, and career development programs based on student needs or trends.

To support the mission and student population, Taft College provides a wide range of services, including Career/Transfer services. Taft College is student focused and strives to meet the needs of the wide range of students from various socioeconomic and cultural backgrounds, different educational levels, with a variety of personal and educational goals. The Student Services' programs that have been developed have been designed to address our diverse student population. Specifically, the goal of the Career/Transfer Center is to assist students in career and transfer planning.

Additional Information

The college is sensitive to the needs of the growing diverse population it serves. Along with all student services departments, revisiting the adequacy of Career/Transfer services, outreach activities, career/transfer material, website information, and resources available to our English and non-native English speaking population is important to review annually.

What is working well:

Counselors/advisors and instructional faculty have been particularly receptive to Career/Transfer efforts.

Continuing to strengthen existing relationships between Instruction and Student Services is imperative for the success of any program.

Due to the small nature of Taft College, the College is also fortunate to offer a personable touch and many follow-up services that may not be possible at larger colleges. In particular, the College's success in writing and receiving grants to support Career/Transfer efforts is exemplary, allowing Career/Transfer to offer many services to students.

Areas that need to be addressed more effectively:

1. The mode in which information is provided to the students (email, Internet, etc.).
2. The number of terminal programs provided by Taft College that do not provide students with the lower-division preparatory work to prepare students to transfer.
3. Internship opportunities (we have made great strides in this area, and ideas are being further explored, and details and refinement are underway for the development of an internship program).
4. Establish a process to refer students to the Career Center who have not declared a major and/or educational objective.

5. The development, coordination, and promotion of AA-T/AS-T degrees for transfer.

Future staffing needs:

Future staffing needs will be contingent upon enrollment trends, projections, and changes in population and number of on and off-campus students. Job descriptions will continue to be revised and modified to best meet the changing and diverse needs of the student population the College serves. Currently, all counselors and advisors oversee the Career/Transfer role, with no one person being in charge of Transfer as their sole responsibility. This can pose challenges at specific times of the year for completing the annual Transfer Center Report, reviewing and submitting TAG's, coordinating campus events, organization of Career/Transfer Center materials, and trainings.

For 2012-13, we look forward to a full-time grant funded career counselor to assist with career responsibilities; however, transfer counseling needs and responsibilities still exist.

Program: Child Development Center
Area: Student Services
Program Lead: Geneveve Curiel-Garcia

Program Mission Statement

The Taft College Child Development Center works with the community to provide quality childcare with respectful care giving practices in a healthy and safe learning environment and in a culturally sensitive manner.

Additional Information

Four contract programs are currently being implemented at the Child Development Center: (1) Migrant Behavioral, (2) Migrant Cognitive, (3) Infant/Toddlers, and (4) California State Preschool Program (CSPP). The goals of each of those programs have measures that are defined by the Department of Education. Summaries of the results of those measures are provided here:

Goal 1 Results:

Out of 22 children in the Preschool Migrant contract findings are:

Measure 5: Taking Turns

1 child in Exploring Level

3 children Developing Level

8 children Building Level

Measure 4: Impulse Control

2 children Developing Level in the Domain SSD Self and Social Development.

Goal 2 Results:

4 infants out 34 Infant/Toddlers in the General Grant are in the Responding with Reflexes level, and 10 infants are in the Expanding Responses. There are 12 toddlers that are in the Acting with a Purpose Level, and 5 toddlers in the Discovering with Ideas Level in the Self and Social Development, Measure 4: Empathy

Goal 3 Results:

9 out of 19 children in the Migrant grant are at the Acting with Purpose Level, and 5 are at the Discovering Ideas Level in Measure 28, in the Cognitive Domain.

Goal 4A Results:

Out of 79 children in the CSSP contract 12, children are in the Developing Stage and 4 children are in the Building Stage in Measure 5, in the Self and Social Development.

Goal 4B Results:

Out of 79 children in the CSSP contract, 6 children are in the Exploring Stage and 8 children are in the Developing Stage in Measure 19, in the Language and Literacy Development.

Program: Counseling
Area: Student Services
Program Lead: Darcy Bogle

Program Mission Statement

The mission of counseling is to provide students with accurate, timely information and services to help them define and attain their educational goals.

The College offers a variety of student services in support of the institution's mission to provide a "wide range of student services" to promote learning and success. In addition, the College provides equitable and quality support services to contribute to the educational opportunities of all students, regardless of services location or delivery method.

Program Level SLO Summary

SLOs were implemented, and data collection and assessment will begin in the 2012-13 year, along with recommendations based upon data review.

Additional Information

The college is sensitive to the needs of the growing diverse population the college serves. Along with all student services departments, revisiting the adequacy of counseling services, outreach activities, application and orientation materials, website information, and resources available to our non-native English speaking population is important to review annually.

Continuing to modify, adapt, and revise face-to-face, phone, online, offline, video, and paper formats of materials and services to ensure all students have equal access to the most up-to-date, appropriate, comprehensive, and reliable services regardless of service location or delivery method is a priority. Developing a survey and administering each semester to evaluate Student Services will also assist with providing evidence that students progress towards their goals as a result of counseling services.

Counseling services empower employees and encourage and equip the College workforce with skills that develop confidence in their own capabilities through in-service trainings and monthly staff development meetings. Future staffing needs will be contingent upon enrollment trends, projections, and changes in population and number of on and off-campus students. Job descriptions will continue to be revised and modified to best meet the changing and diverse needs of the student population the College serves.

Program: Distance Learning Support
Area: Distance Learning
Program Lead: Linda West

Program Mission Statement

The mission of the Taft College Distance Learning Instructional Support Unit is to provide comprehensive support services to faculty who teach through distance learning and/or who choose to utilize distance learning technology to enhance their teaching methods.

Additional Information

A Distance Learning Support Satisfaction Survey was developed and distributed to all faculty teaching distance learning courses in the 2012-2013 academic year. Faculty were asked to respond to a number of questions allowing us to measure the success of this department. The survey was distributed to all seventy-four (74) faculty members teaching at least one class through the distance learning mode of delivery in the 2012-2013 academic year. Forty-one (41) surveys were returned representing a response rate of 55%.

- Overall, please rate your satisfaction with Taft College's Distance Learning Instructional Support.

Very satisfied (71%), Somewhat satisfied (7%), Neither satisfied or dissatisfied (2%), and Somewhat dissatisfied (2%)

- How have you contacted us (in person, telephone, email)?

In person only (2%), Telephone only (5%), Email only (24%), In person and email (7%), In person and telephone (2%), Telephone and email (7%), and In person, telephone, and email (41%)

- The Distance Learning Instructional Support team provided assistance in the following areas (Etudes, Moodle, general support, TCI, other). Select all that apply.

Etudes (80%), Moodle (15%), general support (44%), TCI (39%), and other (7%)

Based upon overall experience, rate satisfaction in the following areas:

- Overall issue resolution

Very satisfied (90%), Somewhat satisfied (5%), Neither satisfied nor dissatisfied (2%), and Somewhat dissatisfied (2%)

- Quality of response

Very satisfied (93%), Somewhat satisfied (2%), Neither satisfied nor dissatisfied (2%), and Somewhat dissatisfied (2%)

- Promptness of response

Very satisfied (95%) and Neither satisfied nor dissatisfied (5%)

- Helpfulness of support team

Very satisfied (95%) and Neither satisfied nor dissatisfied (5%)

Please rate your level of agreement with the following statements regarding the Distance Learning Instructional Support team:

- The Distance Learning Instructional Support Team is knowledgeable

Strongly agree (90%), Agree (7%), and Disagree (2%)

- The Distance Learning Instructional Support Team is patient
Strongly agree (88%), Agree (10%), and Neutral (2%)
- The Distance Learning Instructional Support Team is friendly
Strongly agree (90%), Agree (7%), and Neutral (2%)
- The Distance Learning Instructional Support Team listens carefully
Strongly agree (90%), Agree (7%), and Neutral (2%)
- The Distance Learning Instructional Support Team is responsive
Strongly agree (93%), Agree (5%), and Disagree (2%)

Survey results provide evidence that the Distance Learning Instructional Support Office is fulfilling the mission of providing comprehensive support services to faculty teaching through the distance learning mode of delivery as well as faculty who are using distance learning technology in the traditional face-to-face classroom setting.

Program: EOPS/CARE
Area: Student Services
Program Lead: Lourdes Gonzalez

Program Mission Statement

Extended Opportunity Programs and Services EOPS and Cooperative Agencies Resources for Education (CARE) are state funded programs designed to provide academic counseling and financial support to students who are from educationally and financially disadvantaged backgrounds. The purpose of both EOPS and CARE is to offer "over and above support services to students with social, economic, and educational challenges with the goal of increasing access, retention and transfer."

EOPS and CARE accomplish the mission and goals of Taft College by promoting student success with enrollment assistance, educational planning, and assistance with the cost of required textbooks.

In addition to the services provided by EOPS, CARE provides additional support to qualified EOPS students who are single parents and receiving cash aid from the state (TANF/CalWORKs) to help them overcome obstacles and expand their educational opportunities. CARE was established to break the welfare dependency cycle by assisting TANF/CalWORKs students in completing college-level educational training programs and become more employable and economically self-sufficient.

Additional Information

Over the last three years, the number of applications has increased approximately 25%. The need for services is measured by the number of applications received each semester which far exceeds the number of slots available. Enrollment growth is likely to increase at TC and also with EOPS. As a result of the poor economy many more individuals meet EOPS income eligibility and are attending TC because they cannot find employment opportunities. In addition many of the four-year colleges are limiting their enrollments due to shrinking budgets, and students denied admissions are projected to increase enrollments at community colleges throughout the state.

Our students also measure the quality of services provided by completing the Taft College/EOPS Program Survey. Students completed the Satisfaction Survey during spring 2012 and the feedback was very favorable in all areas.

Program: Financial Aid
Area: Student Services
Program Lead: Barbara Amerio

Program Mission Statement

The mission of the Financial Aid Program is to provide financial resources for students to fund their educational goals. This is accomplished through the offering of grants, waivers, scholarships and work study programs. In administering these programs, our staff works directly with applicants for student aid, with their parents or sponsors, and with secondary school personnel. Our student-focused employees will provide professional knowledge and personalized service to help students and their families seek and obtain the best use of all financial resources available. We value the opportunity to minimize students' financial distress while they are attaining a quality education.

Additional Information

Our program review finds that a steady number of students are applying for and receiving aid. We find a slight increase in some areas and dramatic increases in others such as the Board of Governors Fee Waivers. We see students applying for and receiving scholarships has increased indicating our financial aid students are succeeding academically. Overall indicators show our program is effectively serving our students. There is still work needing to be done in the education of students and staff as to the new financial aid regulations. This is an on-going process as regulations are every changing in the area of Financial Aid. The staff is renewed in their efforts to assist Taft College students overcome financial obstacles and achieve their educational goals.

Program: Library
Instructional Division:
Program Lead: David Berry

Program Mission Statement

The library shall:

- Provide universal access to resources, with consideration of physical, cultural, economic, learning, and other diversities;
- Offer instruction in information competency, research methods, and bibliographic citation using a variety of teaching methods and instructional materials;
- Provide a wide variety of resources to support the Taft College curriculum, student learning outcomes, and individual study;
- Provide students with a safe, welcoming and helpful environment;
- Recognize the individuality and specific needs of all students;
- Facilitate self-directed, independent lifelong learning;
- Facilitate ongoing staff development of library employees; and
- Collaborate with other library and learning resources providers through conferences, associations, consortia, and related groups.

Program Level SLO Summary

In spring 2012 the library conducted a survey to measure awareness of library resources among the student body. Nine out of fifteen respondents were able to name at least one of the library's electronic databases, an improvement over the survey results from fall 2011. This indicates that some progress has been made in addressing the first and third library SLOs ("Identify and evaluate sources of information" and "Employ library resources to further research goals," respectively). Note that some respondents stated that while they could name a few databases, they had not used them, which suggests more work needs to be done on SLO #3. In the fall 2012 survey the results had improved again, with 18 out of 28 patrons naming at least one database.

Additional Information

The library is broadly on the right track. Headcount data shows that library facilities are heavily used and the survey shows that patrons are satisfied with the services and collections. There is a need to expand the collection, particularly in young adult fiction. There is interest in workshops on using library resources.

Program: **Matriculation**
Area: **Student Services**
Program Lead: **Darcy Bogle**

Program Mission Statement

Matriculation is a process that enhances student access and promotes and sustains the efforts of credit and non-credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through assistance of the student-direct components of the matriculation process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Program Level SLO Summary

SLOs were implemented, and data collection and assessment will begin in the 2012-13 year, along with recommendations based upon data review.

Additional Information

Matriculation standards, goals, objectives, activities, and outcomes, along with any changes in the Matriculation Program are reflected and updated in depth annually in the comprehensive Credit and Non-Credit Matriculation Reports, which are then sent to the Chancellor's Office every October. Many changes will be seen in Matriculation in the upcoming years as a result of the Student Success Act of 2012, including a name change. The new name of Matriculation will be Student Success and Support Program (3SP) and Matriculation will be "re-purposed."

Program: Orientation
Area: Student Services
Program Lead: Darcy Bogle

Program Mission Statement

The mission of orientation is to assure that all potential and new (non-exempt) students will be acquainted with the college's programs, services, academic expectations, institutional procedures, and facilities and campus grounds.

Program Level SLO Summary

SLOs were implemented, and data collection and assessment will begin in the 2012-13 year, along with recommendations based upon data review.

Additional Information

Continuing to modify, adapt, and revise face-to-face, phone, online, offline, video, and paper formats of materials and services to ensure all students have equal access to the most up-to-date, appropriate, comprehensive, and reliable services regardless of service location or delivery method is a priority.

Program: Residence Life (Student Dorms)
Area: Student Services
Program Lead: Myisha Cutrona

Program Mission Statement

The Taft College Residence Life staff is focused on enhancing the overall educational experience as well as growth of each dorm student with the goal of encouraging intellectual, social, and physical development. We work towards delivering residential learning programs that are in alignment with the overall mission of Taft College to extend learning beyond the classroom and foster student acquisition of new life knowledge, skills, and abilities. We urge our students to play a constructive role in the development of a safe, supportive, and inclusive community so that they are prepared to leave our institution with the ability to make positive choices, to maturely examine their values, and to function in a diverse society.

Additional Information

The results revealed that students are in want of newer furniture and better restroom maintenance. Within the Wildcat Way dorms, the girls would like the Maintenance Department to do more cleanings (or better cleaning) throughout the day. The Ash Street dorm students are looking for bathroom renovations all together. The main doors of the Wildcat Way dorms are also in need of being repaired.

All of these requests will be documented, but changes are not necessary at the moment due to the upcoming renovations.

Also, not all of the dorm students turned in a survey. The results may differ once the other surveys are turned in.

We have good dorm retention. The majority of the students returned to the dorms after completing the fall 2012 semester. Twelve students did not return accounting for only an 8% lost. It is not clear as to the reasoning for losing these students. Future reports will determine if academic probation played a role.

Our students have actively been involved in club activities, but the majority do not commit to being an active club member. The small percentage of dorm members who are considered "active" dedicate a lot of their time organizing and implementing campus activities. It seems that the other dorm students would much rather participate in the activities, but not do the work to provide campus activities.

In 2011, there were 16 incidents recorded and 15 occurred in the dorms. This may seem staggering in relationship to the amount of incidents, but when you look at the entire year, this number is pretty low. Of the incidents in the dorms, 11 were liquor law violations and 5 were drug law violations.

Program: Student Life (Student Activities)
Area: Student Services
Program Lead: Myisha Cutrona

Program Mission Statement

Taft College's Student Activities Program is designed to engage students in extra-curricular activities that enrich their intellectual, ethical, and social development. The area of Student Activities is committed to providing excellent programs and services that promote student self-governance, respect for diversity, civic responsibility, and life-long learning. Through Student Activities, students are encouraged to grow as leaders and productive people in society thus cultivating the overall vision of Taft College.

Additional Information

The reports revealed that the campus wide activities are beneficial in developing leadership skills, teaching students how to work with others, and encouraging student interaction with TC faculty, staff, and administration. Areas that can improve are community relations and activities that encourage diversity.

The individual surveys reflected a lower than 70% (added the total number of 4's and 5's then divided it by the total number of surveys for each club) score in the leadership area due to the fact that most clubs have officers that organize and implement events. Committee members need be placed in circumstances that require them to act in leadership roles to increase the learning in this area. On Our Own (OOO) club exhibited extremely low scores across the board. It may be due to the premise of the club, but students need to show more growth in this club.

The Student-to-staff/faculty/administration have improved tremendously in most clubs and students are learning to work with their peers.

Though some areas show lower scores, the students have enjoyed their overall experience with being in a club here at Taft College. The ASB, Best Buddies, and Literary Club students show a high desire to continue on with club participation at a university.

The students need to use the student activities website for getting information out as well as updating and storing pictures and other documentation. It needs to be kept current.

Program: Student Support Services
Area: Student Services
Program Lead: Jeff Ross

Program Mission Statement

Taft College's Student Support Services (SSS) focuses on serving students with disabilities through assistance in acquiring academic knowledge at all levels, promoting a life-long desire for learning, developing and increasing the understanding and appreciation of diversity, and aiding in preparing students for personal, academic, and vocational success. Through a collaborative process with Taft College instructors, staff, and with local, state and federal agencies, we endeavor to align students with appropriate services as they transition from high school, to college, and beyond.

Additional Information

Discussions began regarding the process of strategic measures. However, there were no measures in line to summarize.

Program: Supplemental Instruction
Area: Student Services
Program Lead: Sharyn Eveland

Program Mission Statement

Supplemental Instruction is committed to helping students become self-sufficient learners by modeling successful student behavior and providing support in collaborative learning environments. This mission is accomplished through supplemental instruction group sessions created for courses designated for SI support and through promotion of collaboration in lab settings.

Program Level SLO Summary

As noted in the previous program review, the definition of PSLO 1 and the rubric used to evaluate students proved problematic.

Therefore in March 2012, the SIs redefined the PSLO 1 as follows:

Students collaborate with peers as defined by a group of two or more people working together to accomplish a task.

Score

0- No demonstrated achievement-student was not observed

1- Did not collaborate

2-Collaborates in a session, classroom, or lab

3-Collaborates outside of session, classroom, lab

The week of March 26, the SIs surveyed students on the PSLO 1 in SI supported classes and in the labs.

PSLO 1 results for SI supported classes

| 0 | 1 | 2 | 3 | Total |
|----|----|----|----|-------|
| 98 | 38 | 34 | 51 | 221 |

We also surveyed 74 students in the labs

| 0 | 1 | 2 | 3 | Total |
|---|----|----|----|-------|
| 0 | 14 | 19 | 41 | 74 |

Although students in labs were evaluated on the PSLO1, there is not a place in eLumen to enter this data; therefore, we tallied the data by hand.

Since we only evaluated students once, this data only provides a snapshot of collaboration in the labs and SI supported classes. 44% of students surveyed in SI supported classes scored a zero, and none of the students surveyed in the labs scored a zero. 17% of students surveyed in SI-supported classes scored a one on the rubric while 19% of students surveyed in the labs scored a one. 15% of students surveyed in SI-supported classes scored a two on the rubric while 26% of students surveyed in the labs scored a two. 23% of students surveyed in SI-supported classes scored a three on the rubric while 55% of

students surveyed in the labs scored a three. Students in the labs scored higher on the rubric than students in SI supported classes.

In the future, we plan to survey students at least twice during each semester and survey students in Non-SI supported classes in order to compare their scores with students in SI supported classes.

Additional Information

SIs took over lab coverage for both the Math Lab and Clubhouse areas of the Library. Covering two separate labs from 8:00 a.m. to 4:30 p.m. with three full-time and two part-time employees proved to be a struggle. Combining SI and tutoring under one roof was intended to limit duplicate services, but the labs continued to offer the same services in two locations essentially doubling the amount of work. To continue providing lab coverage, additional staffing is required.

In spring 2012, coverage of two labs from 8:00 a.m. to 4:30 p.m. using only the SIs was impossible leaving the Math Lab unstaffed after 12 p.m. In addition, instructors requested that lab coverage be extended in the evening hours. In an attempt to deal with the staffing shortfall, math instructors and tutors' hours were required in order to provide continuous lab coverage. This decreased the number of tutoring appointment hours available. To extend coverage to the evening hours, one of the part-time SIs worked an extra 2-4 hours per week. Additional staffing is necessary to meet student needs in the labs without compromising tutoring appointments or SI sessions.

Scheduling Issues

1. Basing our schedules on instructor requests creates scheduling conflicts when multiple requests are made for the same time period. This would be solved by developing a system to determine SI supported classes that does not rely solely on instructor requests and increased staffing.
2. Students want to know whether a class is supported by SI when they are registering, but we cannot determine schedules far enough in advance to tell them. This problem would be solved by building SI supported courses into the course schedule one year in advance.
3. Now that the tutoring and SI programs have been combined, the SIs are covering two labs. As we focus on sessions for multiple classes that are held at the same time, it creates holes in lab coverage and problems finding the time and space to schedule sessions. This problem would be solved with increased staffing.

Technological Issues

1. Students who are printing only limit lab access for students who need assistance. In fall 2011, 61% of total lab contacts were printing only students. This would be solved with a separate printing lab available on campus.
2. The Clubhouse needs electrical power that students can access in a safe manner. Currently the tables are equipped with outlets, but they do not have power. This would be solved by running electricity to the existing outlets.
3. Our laptops have older batteries that do not hold a charge and cannot be replaced because they are no longer manufactured. This requires more laptops to be plugged in for

students to use them, and because there are only a few wall outlets, it results in cords being strung across the floor creating a safety hazard. This would be solved by purchasing new laptops.

SI sessions continue to increase student success rates, and mean course grades for SI session participants are one letter grade higher than non-SI participants. The number of SI sessions offered increased by 109%. However, because SI currently relies solely on instructor requests to determine SI supported classes, the number of SI supported classes fluctuates from semester to semester, and the data regarding session success rates is not used to determine SI supported classes.

During summer 2012, the SIs supported two online courses: English 1500 and Statistics 1510 using etudes, video feedback, Moodle, and online sessions using CCC Confer. The summer provides the opportunity to expand SI services into online courses. However, staffing restraints during the fall and spring semesters prohibit offering SI services to online courses.

The SI program continues to face numerous scheduling and technological issues as noted in the previous program review.

Program: Transition to Independent Living
Instructional Division: Learning Support Division
Program Lead: Robin Polski

Program Mission Statement

This mission of the Transition to Independent Living program is to prepare developmentally disabled students with the skills necessary for independent living. We serve program participants in achieving a certificate of completion in Independent Living Skills. This is accomplished through a twenty two month program encompassing academic courses, vocational training, direct support services, social and leisure skills, and transition services. We value an enriched, interactive, and inclusive collegiate experience for program participants, Taft College student body, and the community at large.

Course Level SLO Summary

ILS 0056 Conflict Resolution Level 3, ILS 0077 Personal Planning level 3

Substantial accomplishment, 71.7% can differentiate between short and long term goals.

ILS 0022 Food and Nutrition Level 3, ILS 0070 Travel and Safety level 3

Substantial accomplishment, 68.8% can use decision-making techniques and strategies to explore alternatives and select outcomes.

ILS 0045 Career education Level 1, ILS 0047 Career Education Level 3, and SOC 0098 Work skills program for developmentally disabled adults

Substantial accomplishment, 70.4% can identify the value of teamwork within the workplace.

ILS 0025 Personal Finance level 1, ILS 0027 Personal Finance level 3

Substantial accomplishment, 90.0% can differentiate between a financial "want" versus a financial "need".

ILS 0010 Personal Advocacy level 1

Substantial accomplishment, 57.7% can plan for and participate in an Individual Program Plan (IPP)

ILS 0012 Personal Advocacy level 3

Substantial accomplishment, 50.0% can advocate in an effective manner.

ILS 0015 Interpersonal Relationships level 1

Substantial accomplishment, 76.9% can demonstrate strategies to increase one's self esteem and 53.8% can identify the sequential stages of dating.

ILS 0020 Meal Preparation level 1

Substantial accomplishment, 73.1% of students have explored and understood the fundamentals of functional cooking basics and 53.8% have examined the terminology used when cooking.

ILS 0050 Communication skills level 1

Substantial accomplishment, 76.9% can identify reasons to call 9-1-1 and the information to provide emergency personnel.

ILS 0030 Personal Safety level 1, ILS 0032 Personal Safety level 3

Substantial accomplishment, 68.0% can recognize internal signs of personal awareness and respond to a possible safety issue.

ILS 0040 Community Transition level 1

Substantial accomplishment, 53.8% can develop a personal transition plan.

ILS 0042 Community Transition level 3

Substantial accomplishment, 70.8% can identify affordable housing.

Program Level SLO Summary

Upon the initial assessment of program level SLO's, it is necessary for all TIL students to complete the 39 ILS course regimen. Up to this point, only 50% of all ILS courses offered have been assessed.

TIL Program Learning Outcomes.

Upon successful completion of the requirements for the Transition to Independent Living Program, a student will be able to:

- 1.) Demonstrate the understanding of good work ethic, employer expectations, and the skills necessary to become a valued employee.
- 2.) Think critically about responsibilities.
- 3.) Demonstrate decision making processes and advocacy.
- 4.) Integrate, transfer, and apply the life skills necessary to live independently.

Additional Information

Continued assessment is necessary to examine the course SLOs in relation to the PSLOs and authentic assessments. Most staff continue to observe the difficulty students are experiencing with theory to application outside of the classroom. Additionally, another faculty member within the program would help immensely with assisting in developing and implementing more authentic assessments.

It would be beneficial to have in-service days within the program to examine the best practices, analyze data, and revise procedures. Allocating specific time would enable the staff to identify specific goals and establish a time frame to assess and accomplish them.

Program: Trio Student Support Services
Area: Student Support Services
Program Lead: Juana Rangel-Escobedo

Program Mission Statement

The mission of the Taft College TRIO Student Support Services (SSS) is support and guide to students towards successful graduation of a certificate or Associates degree, and transfer to the 4 year universities to pursue a bachelor's degree.

Program Level SLO Summary

The TRIO program continues to serve a First Generation and Low Income student population that has been able to excel academically, meeting the mission of the college. The program does this by providing specialized student services that promote graduation, transfer, and entrance into the workforce.

Persistence and graduation rates will continue to be a program focus. The TRIO program continuously works on improving counseling strategies that keep students engaged academically and motivated to transfer.

Additional Information

The Department of Education requires the submission of an Annual Performance report that measures the following Program Objectives:

A. Persistence: 85% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or will graduate and/or transfer from a 2-year institution to a 4-year institution during the academic year.

Taft College Results for 2011-12 period: 79%

B. Good Academic Standing Rate: 50% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

Taft College Results for 2011-12 period: 83%

C1. 2 Year Graduation Rate: 15% of new participants served each year will graduate with an associate degree or certificate within 4 years -AND-

C2. 4 Year Graduation Rate: 45% of new participants served each year will transfer with an associate degree or certificate within 4 years

Taft College Results for 2011-12 period: 31 students have completed their associate degree

D. 4 Year Graduation Rate: 15% of new participants served each year will graduate within 6 years.

Taft College Results for 2011-12 period: Program has not existed long enough to determine this rate.

Program: Tutoring
Area: Student Services
Program Lead: Sharyn Eveland

Program Mission Statement

The mission of the Taft College Tutoring Program is to support students in achieving basic skills mastery, to assist students in achieving success in their coursework, and to assist students in becoming independent learners.

Course Level SLO Summary

SUBJECT TO CHANGE: From our previous Annual Program Review, our SLOs stated the following:

The TCTP developed four Program Level SLOs based on the TCTP mission statement. The SLOs address the following areas of student learning:

- 1) Metacognition
- 2) Preparedness
- 3) Engagement in learning process
- 4) Self-confidence

A rubric was devised to measure these levels of student achievement. The rubric was used during the spring 2012 semester. After each student appointment, the tutor would fill out a rubric for each individual student. Upon meeting with SLO coordinator, Vicki Herder, the conclusion was made that the SLOs the tutoring program came up with were not effective SLOs. Therefore, the SLOs and the rubrics used during spring 2012 were disregarded.

As a result, we have decided to change our Program SLOs.

Program Level SLO Summary

The TCTP came up with the following, more effective SLOs for the next school year:

1. Students demonstrated metacognition by creating a plan for studying course content.
2. Students demonstrated problem-solving skills, during a tutoring appointment, by using the resources available to them without prompting.
3. Students demonstrated an engagement in the learning process by actively seeking clarification, providing information, and making decisions.

We will create a rubric during the spring 2013 semester and implement the SLOs during the 2013-2014 school year.

Additional Information

With the addition of the clubhouse and the increase of student contacts each semester, some days are a struggle to keep the labs open and available for the students with a limited staff source. Although it appears that the numbers have decreased from the 2010-2011 school year to the 2011-2012 school year, this is primarily due to changing the process of signing in students. Instead of signing in every student, now only students who are working on homework are signed in; students who are printing only are counted separately. Overall, the total number of student contacts per semester has consistently increased, putting a strain on resources such as available computers, as well as available staff.

During the 2011-2012 school year, the tutoring program was in the process of defining what each reason code meant, and due to incorrect usage of reason codes, data is imprecise. Math 0240 through Math1060 may have been coded as Math, when in actuality, it should be coded as Basic Skills Math. Also, appointments designated as an English reason code may have been coded for anything associated with basic skills writing or reading. Regardless of reason code inconsistencies, the number of appointments each semester has been growing, so we have been reaching more students. Also, the new eSARS feature has become more popular with students scheduling appointments than as before. We believe we will be seeing an even larger increase of eSARS usage within the next few years.

Even with the Distance-Learning option given to students, it is not a popular choice. That could be due to students not being told, or it's not a viable option for them. There have been issues with using Skype as a Distance Learning tool such as: set up issues and lag time for the video stream. The lag time is an issue that cannot be fixed, and unfortunately it's an important issue for the students. We need to investigate other options into improving our Distance Learning tutoring so that it becomes more user friendly for students, which might include outsourcing.

Over the 2011-2012 school year, the majority of the appointments scheduled were for basic skills math.

Student tutors are essential to our program; however, we have been struggling to employ and retain student tutors. One hindrance is that students are required to take Sociology 1558, which causes issues with students. See discussion in the Course Enrollment Trends section. Student tutors are only paid if they qualify for Federal Financial Aid, otherwise they volunteer their time. This discourages students from applying to the student tutor position. The data shows that after the spring 2011 semester the number of student tutors have diminished and we need to find a way to rebuild the pool of student tutors.

With no designated budget, the availability of resources is limited. We need to have a budget set in place so that we can plan ahead for our necessities.

Program: Veteran's Affairs
Area: Student Services
Program Lead: Juana Rangel-Escobedo

Program Mission Statement

The mission of Taft College Veteran Services is to increase access to and success in postsecondary education for veteran students and their families by providing a broad range of student support services, fostering on-campus peer and faculty connections, and supporting coordinating community resources.

Program Level SLO Summary

Veteran students were emailed an online survey which gathered information about their general awareness of student resources on campus. Those who participated had a good understanding of the resources.

For my next SLO cycle I plan to create a survey that gathers information of what other types of resources be helpful for them.

Additional Information

Taft Veteran Census information can be found in the program review documents.

Veterans seem to be aware of services currently offered by the campus. My plan is to shift away from what they know to what other types of services Veterans would like to learn about and access at Taft College.

The plan for spring 2013 is to develop a survey that provides the program with that information.

Recommendations for Non-Instructional Student Learning Outcomes by Program

