

WCC Program SLO Assessment Results 2014-2015

Assessment Unit	Year of Review	SLO Assessment Summary
WCC - Academic Reading Center (ARC) Program Recommendations	2014-2015	<p>Ongoing SLO assessments indicate that both of the ARC's two learning outcomes are being successfully met.</p> <p>Critical Thinking SLO: Students, whether through workshop attendance or visits to the ARC, will learn appropriate techniques to read and comprehend college-level reading assignments. Results:</p> <ol style="list-style-type: none"> 1. WCC Office of Research and Student Success Data (June 2014): Students who used the ARC consistently (4 or more times during the semester) had a 10.6% higher success rate in all of their college classes than WCC students overall (Fall 2013). In Spring 2014, consistent ARC users averaged an 8.4% higher success rate in their college classes. Consistent ARC users also had a 2.6% higher retention rate than WCC students overall in Fall 2013 and a 3.6 higher retention rate in Spring 2014. 2. ARC Student Survey (based on surveys distributed in most English classes in April 2014 with 290 completed surveys received) found that 84% of students strongly agreed/agreed that "The ARC has helped me improve my reading and study skills" (an 11% increase from 2012). - 76% of students strongly agreed/agreed that "My grades have improved due to strategies I learned in the ARC" (a 25% increase from 2012) - 57% of students strongly agreed/agreed that "The ARC is open enough hours in order to meet my needs" (about the same as before) - 91% of students strongly agreed/agreed that "I have had an overall good experience with the ARC" (a 16% increase from 2012) Results of ARC (in-house) Surveys: Based on the approximately 25 surveys received, 100% of these students agreed/strongly agreed that "This tutoring session gave me useful strategies to apply in the future." 100% of these students also said that they would recommend ARC services to other students. All student comments on these forms were enthusiastically positive. (comments to be attached in January). Additionally, in Spring 2014, the Reading IA presented 16 across-the-curriculum student success workshops attended by 287 students. The topics were as follows: Test Preparation, Better Reading Strategies, Taking Good Lecture Notes, Reading Strategies for the English Final Exam, Science Textbook Strategies, Social Science Textbook Strategies, Math Textbook Reading Strategies, and Vocabulary Strategies. 100% of the students who completed evaluations reported that they would recommend this workshop to other students; 100% also agreed or strongly agreed that "This workshop gave me useful strategies to apply in the future." Evaluation comments were extremely positive (to be attached in January). <p>Communication SLO: Faculty, staff, and students will be aware of the full range of services provided by the ARC.</p> <p>Results:</p> <ol style="list-style-type: none"> 1. A survey of WCC faculty/staff/administration (April 2014) found that 94% of surveyed faculty & staff were aware of ARC workshops and individual tutoring; 91% of surveyed faculty & staff have referred students to ARC services (a 19% increase from our last survey in 2012); Over 91% agreed or strongly agreed that "ARC services are important to WCC students' success" (an 8% increase from 2012); 34% of those surveyed saw academic improvement in their students who used the ARC. 2. A student survey distributed in most English classes in April 2014 (290 completed surveys were received) found that 89% of surveyed students said that they are aware that the ARC offers reading & study assistance; 89% of students said that they are aware that the ARC offers workshops on reading & study assistance topics. Most effective publicity tools: 82% of surveyed students learned about the ARC through faculty. 41% of surveyed students learned about the ARC from flyers. 32% of surveyed students learned about the ARC from counselors and/or support services. Surveyed students' reasons for NOT using ARC services: "I don't feel I need the service" (32%) "ARC hours did not fit my schedule " (28%) "Did not know about the ARC" (23%) 3. Frequency of Use Data: <ul style="list-style-type: none"> - 287 students attended workshops in S2014 semester (a 7% increase from F2013) - 320 students visited the ARC for individual reading/study assistance in S2014 (about the same number as visited in the fall semester).
WCC - Accounting Program Recommendations	2014-2015	<p>All courses offered have established and assessed student learning outcomes which follow the assessment plan. Course Outlines of Record and Syllabi all have SLO's listed. SLO results indicate the accounting program is strong and</p>

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WCC - Administration of Justice Program Recommendations	2014-2015	<p>excelling at student learning. Plans are to continue providing a high quality, student centered program which enables students to attain the skills necessary to enter the workforce and/or transfer to a four-year institution.</p> <p>The following courses have been assessed:</p> <ul style="list-style-type: none"> AJ-10 AJ-11 AJ-13 AJ-14 AJ-15 AJ-19 AJ-20 AJ-30 AJ-31 AJ-33 AJ-34 AJ-208 <p>SLOs are assessed via a pre and post test such that pretesting is completed within the first two weeks of the semester, and the Post test is given to students either the last day of class or prior to handing out the final during the specific course final examination time frame.</p> <p>The results from all SLO assessments indicate that students are meeting the SLOs and the course material is appropriate. Changes are made as needed to adjust to the level and scope of the students taking the course.</p>
WCC - Administrative Unit Program Review	2014-2015	<p>The Administrative Unit encompasses the operations of the President's Office, the Vice-President's Office and Fiscal Services at the college level. The administrative unit outcomes (AUO's) identified for this unit are:</p> <ol style="list-style-type: none"> 1. Communication: The Administration will use a variety of effective methods for the free flow of, and access to information by all college constituents. 2. Critical Thinking: College leaders and other members of the Administrative Unit will analyze data and other relevant information in addressing and evaluating problems and issues in decision-making. <p>WCC SLO Committee conducted an institutional SLO survey between 3/29/2013 and 5/11/2013 to students in a sample of courses at Woodland, Colusa and online. A total of 207 surveys were collected (198 paper based surveys and 9 online surveys.) [Note: the full survey may be viewed here: http://wcc-planning.yccd.edu/SharedFiles/Download.aspx?pageid=15&mid=44&fileid=149]</p> <p>Related to the Administrative Unit's Outcomes (AUO), communication, students reported that while information was being shared, it could occur more frequently, regular and be more accessible. The top preferred method of communication was flyers/handouts, and the second most requested method was email (many citing personal email.)</p> <p>As a result, the WCC President and Director of Research have met with the ASWCC President to discuss how to collect more information on specifics of: 1. What information do students want to receive from the President's Office? 2. How often do students want this information sent? To this end, we will have face-to-face discussions via College Hour and student forums. Also, we plan to leverage WCC's Facebook page and embed a short survey on WCC's page in order to collect some feedback. This feedback will be used to refine the communication plan, and changes are expected to be</p>

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		implemented in spring 2014.
WCC - Admissions and Records Program Recommendations	2013-2014	We plan to develop a survey with the Director of Planning, Research and Student Success in Fall 2013 and disburse to students in Spring 2014.
WCC - Agriculture Program Recommendations	2014-2015	<p>Course-level SLOs have been identified and linked back to program level competencies. A 5-year plan for assessing course level SLO's in the Agriculture Department has been developed, and followed since 2010. Please SEE APPENDIX B 2014-2019 Schedule for Agriculture Course Assessment Schedule. SLO Assessment for the Agriculture program has began in the Fall 2009.</p> <p>As of the date of this program review, all course assessments have been conducted, for all courses that have been offered by the Woodland campus.</p> <p>Since the site visit by ACCJC in Fall 2012, it has been best practice to collect data from every course, every semester. Seeing that there has been an increase in the success of our students in the Agriculture program, I attribute this success to utilizing SLO data to make adjustments for the next offering of the class. The department will continue to assess each class, to make improvements for our students.</p>
WCC - Anthropology Program Recommendations	2014-2015	<p>Course level SLOs have recently been improved and expanded; faculty will begin to assess the new SLOs this semester. The former SLOs have been assessed for both classes since Spring 2013; assessments show that a strong majority of students (from 80-100%) are achieving the learning outcomes for both courses.</p> <p>Program level SLOs were also recently updated to align directly with the new course level SLOs. Degree level SLOs are added to the proposed AA-T that encompass course level SLOs from all courses required in the degree, not just those in anthropology.</p>
WCC - Art/Photography Program Recommendations	2013-2014	Art/Photography has identified SLOs for all courses and for the program. Due to the fact that there is no full time faculty guidance or oversight for this program, SLO assessment for 2012-2013 consist only of one course - Art-1A. This assessment showed that the majority of students successfully met the SLO. To reinforce the learning outcomes, the adjunct faculty plans to give students a list of art, sculpture and architecture for comparative studies so that they will have more time to assess and complete assignments and be more prepared for tests.
WCC - Biology/Ecology Program Recommendations	2014-2015	SLO's. We developed Program-level SLO's and have linked them with the Course-level SLO's. All of our courses that have been offered have SLO's entered into TracDat and all of these courses have had at least one SLO assessed during the last year. It has taken some time to get all courses assessed mainly due to adjunct faculty not being familiar with the process but we have finally reached 100% assessment. All assessments have met the assessment criteria for success. Therefore, there are no current proposed changes to the program. Biology 12 (Marine Biology) has not been offered and the companion courses 55R and 65R were inactivated.
WCC - Business Program Recommendations	2014-2015	All BCA, OA, & GNBUS courses were assessed in in 2013-14, all courses showed that the criterion for success was met as expected. The plan of action is to repeat the assessments in spring 2015 with new assessments and projects that will better reflect the objectives of the revised courses.
WCC - CalWORKS Program Recommendations	2014-2015	<p>CalWORKS program assessed the following SLOs:</p> <p>Information Competency: The CalWORKs students will be familiar with how to access on/off campus resources to help them become successful students.</p>

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		<p>Critical Thinking: The CalWORKs student will develop a Student Educational Plan (SEP) with the CalWORKs Counselor that is consistent with their welfare-to-work activity contract.</p> <p>Student familiarity with on and off campus was measured with a student survey last spring.</p> <p>Results can be viewed in the document section of this report. They are listed under "WCC CalWORKs Survey 2013 Results".</p> <p>The results showed that there is a need for more advertisement of services on campus. Some programs are well known such as the tutoring center with 71% of the surveyed students knowing its locations. Others such as the health center have only a little more than half, 52%, of the population knowing its locale. The off campus resources fared much worse in student awareness. When asked about resources for off campus housing only 24% of the students surveyed knew of such services.</p> <p>As a result, the CalWORKs staff implemented the following changes:</p> <ol style="list-style-type: none"> We focused a greater amount of time advertising on and off campus programs during our mandatory orientation. We invited speakers from off campus resources to come to campus and speak during workshops and our orientation. We have updated our webpage. We will work to try and include information on both on and off campus resources. <p>The second SLO stated that "an educational plan is required for each CalWORK student". Currently the student educational plans are 90% up to date. The goal is to have this at 100% by the end of the Fall semester.</p>
WCC - Career Center Program Recommendations	2014-2015	<p>Consistent data collection to determine the Career/Transfer Center use has been a challenge due to the lack of clerical support in 13-14. An effort was made to track student use of the center by tabulating the number of students initiating and completing an Eureka career exploration account. We were able to use the company's Administrative Report (Eureka) to track those students. The Eureka Administrative report indicated that 374 new student accounts were initiated with a total of 1209 logins this past academic year. These result indicate a 48% increase of student researching possible career/major paths.</p>
WCC - Chemistry Program Recommendations	2014-2015	<p>All courses in the Chemistry Department have assessed SLOs.</p> <p>Chem 1A has assessed both SLOs with good results. The majority of students in this class are meeting the SLO.</p> <p>Chem 1B has assessed both SLOs with mediocre results. The majority of students met the first SLO but the second was not met. We will review this SLO and decide if it is working for the class.</p> <p>Chem 2A has assessed both its SLOs with mixed results. Some sections are seeing better results than others. This will be reviewed this year.</p> <p>Chem 2B will assess its second SLO this spring. Its first SLO was met.</p> <p>Chem 18A has assessed both SLOs with good results.</p> <p>Chem 18B will assess its second SLO this spring. Its first SLO was met.</p> <p>Chem 10 has assessed both SLOs with good results.</p>
WCC - Colusa County Outreach Facility	2013-2014	<p>SLO assessment is embedded within the courses and services, rather than by specific site.</p>
WCC - Communication Studies	2014-2015	<p>All courses have established SLOs and are being assessed per our cycle of assessment. All course SLOs are up to date</p>

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Program Recommendations		<p>and have current assessments in TracDat. The program-level SLOs were assessed in Spring 2014 in preparation for this review.</p> <p>A survey was administered to all SPECH sections in Spring 2014 with a total of 158 respondents. Students were asked "Because of this Communication Studies program I am able to use necessary communication skills to be able to engage in personal, professional, civic, and social relationships" 56% of the respondents marked "strongly agree" and 43% marked "agreed".</p> <p>Additionally, 98% of the students felt they were able to identify and discuss the components of the communication process. 97% claimed the SPECH classes have helped them improve their communication skills and to be more effective in their communication.</p> <p>Although there are strong results in the assessment, out of the 158 students only 30 knew about the Communication Studies Degree that we offer (109 respondents indicated they did not know about the degree, and 19 did not answer the question)</p> <p>The survey, survey results, and additional course comments are provided in the documents section of this review.</p>
WCC - Counseling Program Recommendations	2014-2015	<p>In Spring 2014 all incoming new students met with a counselor to develop an abbreviated educational plan. This meets one of our SLO's, which is students will formulate a plan of courses in which to enroll. Students were also given information about campus resources and services.</p>
WCC - DSPS Program Recommendations	2014-2015	<p>DSPS STUDENT LEARNING OUTCOMES 2013-2014</p> <p>DSPS is required to review student progress as part of the mandated Student Educational Contract. Information is gathered by running student transcripts at the conclusion of each semester. Students failing to receive a 2.0 GPA are identified and referred to the Learning Disability Specialist for academic intervention. During the intervention, the Learning Disability Specialist meets with the student to help identify and discuss academic concerns as well as jointly develop an intervention plan to address concerns.</p> <p>Failure to progress academically may be related to several variables including: poor attendance, lack of sufficient study time per week, poor communication with the instructor, heavy academic load, health issues or failure to utilize campus resources.</p> <p>Examples of recommendations to promote academic success during the intervention meeting may include: a tour of campus student support programs (e.g., WAM, Tutoring Center, ARC, Campus Health Services, Financial Aid), a referral to counseling for an education plan, updating of the DSPS accommodation plan or development of academic strategies (e.g., self-advocacy with instructional staff, discussion on time management skills, etc.). Some students will attend only one intervention appointment; however, several intervention appointments may be scheduled so the student can check in with the Learning Disability Specialist on a more consistent basis depending on student need.</p> <p>DSPS contacted students in an attempt to schedule intervention appointments. Not all students attended intervention appointments. For those students who attended the meeting(s), DSPS was looking at two outcomes at the end of the semester:</p> <p>Did the student re-enroll the following semester? (persistence rate) Did the student make satisfactory progress (obtain a 2.0 GPA or higher)?</p>

Also, measured were the differences in persistence rate and academic progress between those students who attended DSPS intervention appointments and those who did not chose to attend the intervention appointment. The following data was recorded:

FALL 2013

Students with interventions

79% of students with unsatisfactory progress from the Spring 2013 semester attended the intervention appointment in Fall 2013.

62% of the students who attended the intervention appointment re-enrolled for the Spring 2014 semester.

58% of the students who attended the intervention appointment showed academic improvement by obtaining a satisfactory GPA in Fall 2013.

Students without Interventions

21% of the students with unsatisfactory progress from the Spring 2013 semester did not attend the intervention appointment in Fall 2013.

12% of the students who did not attend the intervention appointment re-enrolled in Spring 2014.

Less than 1% of the students who did not attend the intervention appointment showed academic improvement by obtaining a satisfactory GPA in Fall 2013.

SPRING 2014

Students with interventions

59% of students with unsatisfactory progress from the Fall 2013 semester attended the intervention appointment in Spring 2014.

82% of the students who attended the intervention appointment re-enrolled for the Fall 2014 semester.

59% of the students who attended the intervention appointment showed academic improvement by obtaining a satisfactory Spring 2014.

Students without Interventions

41% of the students with unsatisfactory progress from the Fall 2013 semester did not attend the intervention appointment in Spring 2014.

40% of the students who did not attend the intervention appointment re-enrolled in FALL 2014.

27% of the students who did not attend the intervention appointment showed academic improvement by obtaining a

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		<p>satisfactory GPA in Spring 2014.</p> <p>SUMMARY</p> <p>Results suggests that students who participated in at least one DSPS intervention appointment were more than twice as likely to re-enroll the following semester than those students who did not participate in the intervention process. Furthermore, those students who attended at least one intervention with the DSPS Learning Disability Specialist were more than twice as likely to make an improvement with their grade point average.</p> <p>DSPS will track SLOs annually.</p>
WCC - Early Childhood Education Program Recommendations	2014-2015	SLO's have been evaluated for 15 of the 30 ECE courses. Most courses that have not been assessed have not been offered in the past year or so on our campus. A total of 20 SLO's have been assessed in these courses in the past two years. Results have been overall positive, however, faculty have concluded that they would like to see improvement in student learning.
WCC - Economics Program Recommendations	2013-2014	Both ECON-1A and 1B have been assessed, and all students met the minimal criterion for success. Assessment will be repeated using revised assessment that better reflect the objectives of the course, such as pre-test, post-test on specific topics.
WCC - Emergency Medical Technician Program Recommendations	2014-2015	<p>EMT Student Learning Outcomes (SLO's)</p> <p>The following SLO's have been identified in the new course outline.</p> <ol style="list-style-type: none"> 1. Students will be able to Identify and demonstrate patient trauma assessment. 2. Students will be able to demonstrate different methods of proper bleeding control. 3. Students will be able to identify and demonstrate the proper use of an Automatic External Defibrillator.
WCC - English as a Second Language Program Recommendations	2014-2015	SLOs may not have been reported last spring because there was no full time leadership in the ESL department last school year.
WCC - English Program Recommendations	2014-2015	<p>Spring 2014 Assessment Summary:</p> <p>English 105: SLO 2, Communication: 64% of students met the learning outcome (65 of 101). This represents a decrease of 13% from Fall 2013 and a 20% decrease from Spring 2013. Analysis: Students who failed the exam did so due to sentence-level and grammar errors as well as weak thesis statements and use of over-generalizations rather than specifics. Non-native speaker issues also contributed to the grammar problems in many exams. This is the outcome we expected when we eliminated English 110 last year and removed the prerequisite for English 105. The Spring 2014 results break a trend of higher pass rates in the spring over the fall, and mark the lowest pass rate we have ever seen. We expect this low percentage to become the new norm now that English/ESL 105 has no prerequisite.?</p> <p>English 51: SLO 2, Communication: 80% of students met the learning outcome (182 of 227 students). This represents a 7% increase from Fall 2013 and a 3% increase from Spring 2013. Analysis: Students who failed the exam did so due primarily to sentence-level and grammar errors as well as weak thesis statements and use of over-generalizations rather than specifics. A few of the essays were off-topic due to misreading of the exam. The exam prompt/reading may have been a little more complex than past exams as well. Overall the results from Spring 2014 represent a historical trend of about 80% passage for this level.</p> <p>English 1A: SLO 2, Communication: 75% of students met this learning outcome (129 of 172). This represents a 7%</p>

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		<p>increase from Fall 2013 and an 18% increase from Spring 2013. The exam prompt was more accessible to students and less complex than the previous semesters, which may account for the increase. Analysis: Many essays lacked a clear organizational plan, while some of the failing essays lacked specifics. A few did not respond to the prompt or source essay, and a few others exhibited significant sentence and grammar issues. The exam prompt was more accessible to students and less complex than the previous semesters, which may account for the increase. We see 75% as a healthy pass rate for English 1A.</p> <p>English 1B: SLO 2, Communication: 95% of students met this outcome (36 of 38 students) based on their performance on the final essay. This is a good pass rate and students are consistently achieving at a high level in this course. Analysis: The department is satisfied that students are meeting the outcome. Students who failed the final essay did not adequately develop and support a thesis statement on a work of literature due to misreading of the source text or a lack of support for one main idea in the body of the essay.</p> <p>English 1C: SLO 2, Communication: 94% of students (119 of 126 students) met this outcome based on their performance on the final essay. This is about 5-10% higher than in the past. Analysis: The department is satisfied that students are meeting the outcome. Students who did not meet the outcome did so largely due to critical thinking/reading issues.</p> <p>English 31: SLO 1, Critical Thinking: 92% of students met this outcome (11 of 12 students) based on their performance on the final assignment. Analysis: Students who failed the final portfolio did not revise their work sufficiently and/or did not complete all the writing assignments required for the final portfolio.</p> <p>Fall 2013 Assessment Summary:</p> <p>English 105</p> <p>Fall 2013: SLO 1, Critical Thinking: 77% of students met the learning outcome (136 of 177). This represents a decrease of 7% from Spring 2013, but is surprisingly consistent with results from Fall 2012 (with a larger sample size due to the increased number of sections offered). This is the first semester in which students enrolled in English 105 without the prerequisite of English 110, which was discontinued. Looking at results from previous semesters, our fall pass rates are consistently 5 to 10% lower than spring pass rates for English 105.</p> <p>Spring 2013: SLO 2, Communication: 84% of students met the learning outcome (84 of 100 students). This is 7% higher than Fall 2012 and 3% lower than Spring 2012.</p> <p>Fall 2012: SLO 1, Critical Thinking. 91 passed, 26 failed (77% passed). This is about 10% lower than Spring 2012, which may have been an outlier. This is within 1% of other previous semester SLO measurements for this level.</p> <p>Analysis: Students who failed the exam did so due to sentence-level and grammar errors as well as weak thesis statements and use of over-generalizations rather than specifics. Non-native speaker issues also contributed to the grammar problems in many exams. While we predicted a significant drop due to discontinuation of English 110, we were pleasantly surprised that our pass rate remained consistent with past fall semesters. We will monitor the numbers going forward for other trends, particularly the odd trend of higher pass rates in the spring than in the fall.</p> <p>English 51</p> <p>Fall 2013: SLO 1, Critical Thinking: 73% of students met the learning outcome (114 of 157 students). This is 4% lower than Spring 2013 and 11% lower than Fall 2012.</p>

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Spring 2013: SLO 2, Communication: 77% of students met the learning outcome (118 out of 154 students). This is 7% lower than Fall 2012 but 3% higher than Spring 2012.

Fall 2012: SLO 1, Critical Thinking: 103 passed, 20 failed (84% passed). This is about 10% higher than the past two semester results, but consistent with the percentages of the other levels of English.

Analysis: Students who failed the exam did so due primarily to sentence-level and grammar errors as well as weak thesis statements and use of over-generalizations rather than specifics. A few of the essays were off-topic due to misreading of the exam. The exam prompt/reading may have been a little more complex than past exams as well.

English 1A

Fall 2013: SLO 1, Critical Thinking: 68% of students met this learning outcome (153 out of 226). This represents an 11% increase from Spring 2013, but is still 10% below Fall 2012. The exam prompt was more accessible to students and less complex than the previous semester, which may account for the increase.

Spring 2013: SLO 2, Communication: 57% of students met this learning outcome (90 out of 157 students). Tough reading selection this time! This was 21% lower than Fall 2012 and 27% lower than Spring 2012. Clearly an outlier.

Fall 2012: SLO 1, Critical Thinking: 115 passed, 33 failed (78% passed). This is about 6% lower than last semester, but consistent with our other levels.

Analysis: Many essays lacked a clear organizational plan, while some of the failing essays lacked specifics. A few did not respond to the prompt or source essay, and a few others exhibited significant sentence and grammar issues.

English 1B

Fall 2013: SLO 1, Critical Thinking: 95% of students met this outcome (21 of 22 students) based on their performance on the final essay. This is a good pass rate and students are consistently achieving at a high level in this course.

Spring 2013: SLO 2, Communication: 96% of students met this outcome (22 out of 23 students) based on their performance on the final essay. This is the same as last semester. It's a good percentage.

Fall 2012: SLO 1, Critical Thinking: 22 passed, 1 failed (96%). This is 10-20% higher than previous semesters.

Analysis: The department is satisfied that students are meeting the outcome. Students who failed the final essay did not adequately develop and support a thesis statement on a work of literature due to misreading of the source text or a lack of support for one main idea in the body of the essay.

English 1C

Fall 2013: SLO 1, Critical Thinking: 86% of students (81 of 94 students) met this outcome based on their performance on the final essay. This number is consistent with past trends.

Spring 2013: SLO 2, Communication: 89% of students (92 out of 103 students) met this learning outcome, based on their performance on a final essay in the course. This is 4% higher than last s

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WCC - EOPS Program Recommendations	2014-2015	Two of the previous year's SLOs have been inactivated, one of the previous year's SLO was assessed and reported and two new SLOs have been activated. The SLO that was assessed demonstrated that students met and exceeded expectations.
WCC - Ethnic Studies Program Recommendations	2014-2015	As of Fall 2014 SLOs have been assessed.
WCC - Financial Aid Program Recommendations	2013-2014	Student Learning Outcomes (SLOs) Overview of Assessment Plan (including assessment methods and timelines): Summary of Assessment Results (include supporting data in appendices) Planned improvement/changes (resulting from assessment) and proposed timelines:
WCC - Foreign & Sign Language Program Recommendations	2013-2014	<p>The following Spanish SLOs were assessed: SPAN-1 SPAN-2 SPAN-20A</p> <p>A change that will be made as a result of SLO assessment is to include more exercises to practice the sentence and paragraph structure before the first composition is due.</p> <p>The following Sign Language SLOs were assessed: SIGN-1 SIGN-2</p> <p>A change that will be made as a result of SLO assessment is to include more explanation about the expectation that students will need to "become" a deaf student - meaning they need to experience going through the course without using voice when they come in the class while they learn how to visually read the facial, body gestures and American Sign language without verbal communication.</p>
WCC - Health/PE/Adaptive PE Program Recommendations	2013-2014	All courses have been assessed according to the assessment schedule and all met the criteria for success, and we will continue to explore other curriculum options to continue to increase retention and success rate.
WCC - History Program Recommendations	2014-2015	<p>The WCC history department has always been enthusiastic about SLO's. Both critical thinking and global awareness are assessed in all the history courses offered each semester (17A, 17B, H4A, H4B, H5A, H5B, H22). Not just one assignment but several assignments are used in each class to carry out SLO's. The full time instructor will use the same SLO assessment assignments to measure student success at a consistent level along with developing new ones for each class each semester. SLO's are also assessed by adjuncts including at the Colusa Center.</p> <p>SLO's play a vital part in the evolution of course content and assignments.</p> <p>Looking at the full time and adjunct instructors personal SLO data in Tracdat, most students are critically thinking effectively and are achieving global awareness.</p> <p>Apart from the measurement of SLO's in the area of student performance, the History Department's SLO's are about developing more interesting and vibrant assignments to advance student success.</p>

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		<p>Program SLO's: Critical Thinking: Analyze information and date to achieve a better understanding of present society in reference to the past. Global Awareness: Recognize and articulate how past events are interconnected throughout the world. Personal and Social Responsibility: Recognize and articulate the many struggles and accomplishments of different cultural groups from past events.</p> <p>The WCC History department is very excited about creating and implementing more cross-SLO assignments and assessments. A cross-SLO assignment includes more than one SLO (one assignment that assesses Critical Thinking, Global Awareness and Personal and Social Responsibility).</p> <p>Here is a specific example that will be hopefully launched for the 2015-2016 academic year.</p> <p>H17B, H11, 5B, and 4B Comparison and Contrasting Leaders of the 20th Century. Students are provided a list of significant individuals from World History. They must select two from different continents and write about how they both impacted history of the 20th century. In writing about the impacts, students must address how each had an influence in their societies/nations politics, economies, and social advancements. Students must make comparisons and write about the different outcomes.</p>

WCC - Human Services Program Recommendations	2014-2015	<p>The Human Service Program will assess the following courses for the 2014/2015 academic year:</p> <p>Fall 2014 HUSEV 20 Intro to Chemical Dependency HUSEV-23 Law and Ethics in Chemical Dependency HUSEV-24 Case Management HUSEV-28 Group Counseling Skills and Techniques HUSEV-30 Adult Children of Alcoholics</p> <p>Spring 2014 HUSEV 10 (Introduction to Human Services) HUSEV 11 (Understanding Diverse Racial and Ethnic Cultures) HUSEV 21 (Intro. to Physiological and Psychological) HUSEV 22 (Intro. Develop and Behavior of Addictive Behaviors) HUSEV 36 (Chem. Dep. Prevention in Schools)</p> <p>As a result of the assessments from the previous year, some changes that we implemented were: - Emphasizing areas of competency that fewer students mastered by using group projects imbedded in the coursework - Requiring students to visit the ARC (Academic Reading Center) in order to expose students to tutoring and learning resources to help them better understand the reading assignments. Students receive extra credit for time spent in the</p>
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		<p>ARC.</p> <ul style="list-style-type: none"> - We now have one tutor in the tutoring center and one in DSPS to help students with class assignments. - We have embedded one tutor this semester in HUSEV 25 which has difficult assignments to help students with content and study groups on Wednesdays. I have already seen a dramatic change in students understanding of content and believe the pre/post test will reflect this as well.
WCC - Humanities/Philosophy Program Recommendations	2014-2015	<p>Humanities and Philosophy are making efforts toward assessing all courses taught each semester.</p> <p>The following philosophy courses have been assessed during 2013-2014: PHIL-1 (Introduction to Philosophy) PHIL-2 (Ethics) PHIL-3 (Philosophy of Religion) PHIL-12</p> <p>Some changes and reflections as a result of SLO assessments are:</p> <ol style="list-style-type: none"> 1. Clarify the role of the teacher at the beginning of the course 2. Implemented online blog to facilitate community discussion regarding global awareness 3. Revision of model used to teach students about democracy 4. There is a need to clarify what SLOs to students <p>The following humanities course have been assessed during 2013-2014: HUMAN-10 (Introduction to Western Humanities)</p> <p>Some changes and reflections as a result of SLO assessments are:</p> <ol style="list-style-type: none"> 1. The majority of students met the SLO criteria, thus we are satisfied with the results seen by the end of the course.
WCC - Library & Learning Resources Program Recommendations	2014-2015	<p>This year's SLO assessment reviews the percentage of students checking out library materials. This year there is a 2% drop in the amount of students checking out books compared with the last two years (2011/12 & 2012/13). Enrollment is lower and there have been staffing transitions in the library which could account for this minor change. The Library will continue to monitor this number during years it is not scheduled for assessment to ensure students have access to, and use, library materials they need to successfully complete coursework.</p>
WCC - Math/Stats Program Recommendations	2014-2015	<p>We are nearing midway of the second round of assessments for all multi-section classes. All single section classes have had every SLO assessed at least three times. All math classes taught at CCOF are assessed using the same schedule and assessments as at WCC. This year we are strengthening the process of targeting improvements in those areas with low assessment results. For example in Math 52, we have identified two areas of optional coverage to increase time for solving non-linear systems of equations.</p> <p>Additionally SLOs have been developed and assessed for math assistance in WAM with strong results in the first five semesters of assessment.</p>
WCC - Media Lab Program Recommendations	2013-2014	n/a
WCC - MESA Program Recommendations	2014-2015	<p>WCC MCCP provides academic enrichment opportunities by establishing an academic based community center, the Student Study Center (MESA Center) and working with industry and academic supporters to offer students scholarships, internships, research opportunities, tutoring, workshops, study groups, field trips, and special programs. Research</p>

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		indicates that MCCP students consistently have higher persistence rates in their majors and earn baccalaureate degrees at a higher rate than STEM students overall. available in the MESA Center for students to provide feedback on workshops offered throughout our campus. Additionally, we plan on conducting a survey at the end of the academic year to track student progress, feedback on current MESA resources, and what resources are lacking.
WCC - Motion Graphic Design Program Recommendations	2012-2013	None, as there were no classes this year.
WCC - Music Program Recommendations	2013-2014	During 2012-2013, the music adjunct faculty assessed MUSIC-15 (Popular Music in the United States) and MUSIC-16 (World Music). The assessment consisted of class and group activities where the students will demonstrate their knowledge of basic music notation systems, genres, styles and characteristics. A total of 88 students were assessed and all 88 passed. As a result of these assessments, it can be shown that the strategy of utilizing listening quizzes throughout the semester sufficient prepares the students for their class and group projects.
WCC - Performance and Studio Arts Program Recommendations	2014-2015	There are course SLO assessment data, however, there has not been an attempt to collect any assessment at a "program level". Before the next full comprehensive program review a strategy and assessment tool will need to be developed. Prior to this review there has been established Art program SLOs, Music program SLOs, and Theatre program SLOs. There is a need to either combine these earlier SLOs to larger pSLOs that reflect the new mission of this program, or thread the previous pSLOs for a collected assessment.
WCC - Physical Science, Geology & Geography Program Recommendations	2014-2015	SLOs have been written for all courses we offer. We have successfully assessed each of the course-level SLOs for all of these courses we've been offering and now we are involved in re-assessing our SLOs, using this information to improve our courses and student success.
WCC - Physics/Astronomy Program Recommendations	2014-2015	<p>The following courses have been assessed:</p> <p>ASTRO-1L (Introduction to Astronomy with Lab) Physics-2A (General Physics) Physics-3A (General Physics Lab)</p> <p>Overall, the criteria for successfully meeting the course SLO was met. Some changes or recognitions were:</p> <ul style="list-style-type: none"> - Emphasizing the importance of basic concepts and calculations - Encouraging students to seek help earlier - Investigate adding a pre-course assessment and redirection to remediation - The use of pre-labs was very successful and will be implemented in all physic courses
WCC - Planning, Research and Student Success Program Recommendations	2013-2014	<p>The Planning, Research and Student Success (PRSS) Office has identified two unit student learning outcomes. Specifically, 1) Information Competency and 2) Critical Thinking.</p> <p>Since the PRSS office interacts, supports and touches the college as a whole, the majority of SLO assessments will be derived from iSLO (institutional student learning outcomes) assessment, which are assessed on a rotating cycle each term.</p> <p>Information competency was assessed via a campus survey and follow-up survey conducted in fall 2010 and fall 2011, respectively. The results demonstrated that students showed a marked increase in SLO awareness and agreement that SLOs are used to research, support and improve student learning.</p> <p>Critical thinking was assessed in fall 2012, per the iSLO assessment plan. The WCC Institutional Student Learning Outcome (iSLO) Survey was administered between 11/6/2012 and 12/3/2012 to target courses at Woodland, Colusa and online courses. Students were asked share their opinions and experiences regarding Critical Thinking and Scientific</p>

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WCC - Political Science Program Recommendations	2014-2015	<p>Awareness as well to provide feedback via open-ended questions. A total of 284 surveys were collected (273 paper surveys and 11 online surveys).</p> <p>The institutional student learning outcome (iSLO) Critical Thinking is defined as: Students will analyze data/information in addressing and evaluating problems and issues in making decisions. In order to evaluate how well WCC, as an institution, is meeting its iSLO of Critical Thinking students were asked to how (if at all) they used data and information to evaluate a problem and make conclusions. Students were also asked if student services (i.e. counseling, career center, tutoring, etc.) at WCC help them in mastering the use information to make educational and career decisions (ref: iSLO fall 2012 Survey). The highest percentage of students reported they analyze data in one of more of their courses, and apply critical thinking strategies to their everyday life (> 55%). 70% of students said that they were able to develop an educational plan after meeting with a counselor.</p> <p>The office of PRSS will work with the SLO committee during fall 2013 to identify strategies and/or goals to increase student learning outcomes, as appropriate.</p> <p>The Department SLO's are as follows:</p> <ol style="list-style-type: none"> 1)Critical Thinking: Analyze data/information in understanding and articulating different forms of political theory. 2)Global Awareness: Articulate similarities and differences within international governments and politics. 3)Personal and Social Responsibility: Interact with others and discover that through applying their political skills, people can make a positive difference in their communities. <p>In the PS1course, critical thinking is being assessed through various assignments done in both the daytime and evening classes.</p>
WCC - Psychology Program Recommendations	2014-2015	<p>New SLO's and assessment schedules for each course have been written and entered for all classes. Assessments are scheduled as follows:</p> <p>1A - Assessed Spring 2014:Students took a Pre-test on the procedure to developing hypotheses, predicting outcomes, testing those predictions, and analyzing outcomes. Out of the 42 students tested, 48% were able to clearly identify the scientific procedure.</p> <p>Post- test after reviewing research and methodology found that 83% of the 38 students could correctly identify scientific methodology, and also apply this methodology to their daily lives.</p> <p>7 - Fall 2013 was the slated assessment date when under Psych 8. Due to the uncrossing of this course and new submission for CI-D as Psych 7 we will assess in the Spring of 2015 when offered under than curriculum.</p> <p>12 - Spring 2015 (assessed Spring 2013): 31 out of 45 passed the SLO assessment with a 70% or higher</p> <p>22 - Assessed Spring 2014: A class of 37 students completed a short essay as part of an exam on aggression, specifically related to theories of aggressive behavior. The average score on this essay was 86%.</p> <p>31 - Assessed Fall 2013: 82% of students were able to explain the cyclical impact of gender on societal influences</p> <p>33 - Fall 2014 (assessed 5/12 with 82% of students at 70% or better)</p> <p>41 - Assessed Spring 2014: 93% of students received a 70% or better on the SLO: Demonstrate familiarity with the nature and origins of developmental psychology, theoretical perspectives, and historical trends</p>

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		<p>46 - Spring 2015 (assessed 3/13 with 73% at 70% or above)</p> <p>The following courses have been assessed: PSYCH-1A, PSYCH-12, PSYCH-30A, PSYCH-30C, PSYCH-30D, PSYCH-33, and PSYCH-41. All but three SLO assessments showed that students are successfully mastering learning outcomes in psychology courses.</p>
WCC - Reading Program Recommendations	2014-2015	<p>In its most recent assessment cycle, the Reading Program collected Communication SLO data for Read 100A and Read 100B. Fall 2013 SLO data for Reading 100A indicate that 100% of students met the outcome (to develop an outline of a college reading assignment, assigned in one of their content courses.). Action Plan: The Reading Program is satisfied with this outcome, but the instructor plans to further develop the scaffolding for outlining to help students become more proficient. Spring 2014 SLO data for Reading 100B indicate that 100% of students met the outcome (to effectively develop a summary of a college-level reading assignment). Action Plan: Although 100% of students met the desired outcome, students still struggled with summary. The instructor will introduce text organizational patterns earlier in the course next time in order to better support students' ability to write successful summaries. The Critical Thinking SLO for both 100A and 100B will be assessed during the current academic year.</p>
WCC - Sociology Program Recommendations	2014-2015	<p>SLOs are developed for the program and all courses, and as of Fall 2013, all course-level SLOs have been assessed. In Fall 2014, an additional SLO was added for each class (bringing the total to three per class - see overview of SLOs in 2014-15 folder in Documents section). These will be assessed as the classes are offered in the next cycle. For most SLOs to date, over 75% of students met or exceeded the criteria. Given that sociology classes currently lack prerequisites or clear advisories, 75% of students mastering the SLO seems reasonable; therefore no changes to curriculum are being implemented. However, for SOCIL 5 and 6 (Race and Gender, respectively), the SLO success rates are lower. This suggests the need for a prerequisite of ENGL 51 or higher for these courses; we will first try making the advisory clearer and see if students will do a better job of self-selecting.</p> <p>Since the Program SLOs are closely linked to course-level SLOs, it looks promising that the program overall is achieving its goals for student learning outcomes for students who attain a degree (AA or AA-T) in sociology.</p>
WCC - Testing and Assessment Program Recommendations	2013-2014	<p>We plan to develop a survey with the Director of Planning, Research and Student Success in Fall 2013 and disburse to students in Spring 2013 who complete the assessment test. Additionally, basic customer service data to include what service students were provided (i.e Admissions and Records, Counseling Assistance, Testing, or Other) will be collected by the Student Services Technicians.</p>
WCC - Theater Arts Program Recommendations	2013-2014	<p>There is no current record of any assessment being made at the course or program level. This is an adjunct only program that will need some additional guidance.</p>
WCC - Transfer Center Program Recommendations	2014-2015	<p>Data is difficult to gather because all counselors see students about transfer, the center isn't staffed and there was no clerical support in counseling in 13-14. In the Fall 14, however, a survey was administered at the Transfer Fair. Of those students who attended the fair and completed the survey, 36% said that their understanding of transfer improved as a result of attending the fair. 80% of the students surveyed said that they had discussed transfer with a counselor (prior to the fair)and of those 56% could name at least one on-line transfer resource. About 17% of the students surveyed said that they did not know counseling existed. Stronger assessments/assessment methods need to be developed in the Counseling Department.</p>
WCC - TRIO Program Recommendations	2013-2014	<p>We have a new director who will develop a new plan to student achievement and student learning outcomes.</p>

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		<p>New SLO's we will be measuring</p> <p>As a result of engaging in SSS programs and services, student will:</p> <ul style="list-style-type: none"> - Build connections and have a TRiO community of support. - Identify personal and academic goals and strategies of transferring and graduating. - Demonstrate and value academic success by maintaining a 2.0 or higher GPA.
WCC - Tutoring Center Program Recommendations	2014-2015	The tutoring center assessed "critical thinking - students will be able to demonstrate improved understanding and effective application of specific course concepts." 100% of the respondents said they learned helpful study strategies.
WCC - Writing and Math Center Program Recommendations	2014-2015	<p>Students were surveyed if they met their writing goals at the end of the Spring 2014 semester:</p> <p>a.I accomplished all of my writing goals 31 = 63%</p> <p>b.I accomplished some of my writing goals 15 = 31%</p> <p>c.I accomplished at least one of my writing goals 3 = .06%</p> <p>d.I accomplished none of my writing goals 0</p> <p>The majority of writing students surveyed felt that they had met their writing goals. The staff plans to continue to empower students to engage and retain their writing abilities every semester.</p>