

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

Both fill rates and efficiency rates have the potential to increase by making students aware of educational and career opportunities in architecture. With the recent articulation with Cal Poly, both fill and efficiency rates are expected to increase. Furthermore, with stronger collaboration between the architecture program and counseling programs, at the high school and college levels, students can better plan their architectural education and increase their chances of getting accepted into four- year or five-year architecture schools. Students need assistance with decision making regarding the right courses to take. In addition, students need a clear educational plan that can assist them with obtaining their associate in science degrees, or successfully transferring to a university within a reasonably short period.

New facilities:

The architecture/ET programs were relocated in the spring of 2014 to a new facility. Instruction occurs in two labs: the architecture lab and CAD lab. Currently in the architecture lab, four courses are held including drafting, design, and graphics. One architecture CAD design course is held in the computer lab which contains 32 stations. The architecture lab holds 24 students. There are (4) 5'x6'tables with each table capable of accommodating four workstations. In addition, there is a mobile cart with 20 laptops.

Software and hardware:

The CAD lab is equipped with 34 stations. Programs used in the instruction of architecture drafting and design include Autodesk Revit, AutoCAD, Sketch Up, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, and Layout. There is a need for continued software funding to prevent the loss of software access and to obtain the necessary updates. The addition of the animation program Lumion is needed to accommodate the animation component of architectural presentations. There is a proposal to add a joint certificate with the media arts department focusing on architectural animation.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes do you plan based on these data?

The architectural program learning outcomes were revised. The new outcomes are more general and comprehensive. The outcomes are:

- PL01: Communicate graphically using both manual and computer aided methods.
- PL0 2: Produce a set of architectural plans that may be submitted for plan check approval.
- PL0 3: Develop knowledge of and ability to apply building codes.

PLO 4: Produce a comprehensive architectural project that demonstrates capacity to make design decisions across scales

A new system, SPOL, is currently utilized to enter assessment data. The architecture program completed a four-point scale rubric which will help instructors assess the outcomes above. Assessment data were entered into SPOL in the spring of 2020, and the fall of 2021. The four-point rubric is currently being used to assess student performance. The findings below show the assessment of PLO 1. Both ARCH 160 and ARCH 122 pass rate results were below the expected target of 70%. One possible factor is the introduction of remote teaching. Several students had to meet the challenges of using this technology. However, students seem to be more comfortable with ERT. However, in ARCH 112 and ARCH 152 the success rate exceeded the expected target so a good number of students were able to manage remote instruction.

Findings +			
Digital Tools in Architecture 2021 Spring - ARCH160 : 40901 - 0800-0850 - SADIG, SAAD S			
Measure Type:	Target:	Actual:	Difference:
Institutional Rubric	70.00%	36.36%	-33.64%
Arch. Graphics & Design II 2021 Spring - ARCH112 : 40686 - 1300-1350 - Sturas, Jonas			
Measure Type:	Target:	Actual:	Difference:
Institutional Rubric	70.00%	91.67%	+21.67%
Architectural Drawing 2 2021 Spring - ARCH122 : 40836 - 1300-1350 - SADIG, SAAD S			
Measure Type:	Target:	Actual:	Difference:
Institutional Rubric	70.00%	53.85%	-16.15%
Architectural Design Studio II 2021 Spring - ARCH152 : 40837 - 0800-0920 - SADIG, SAAD S			
Measure Type:	Target:	Actual:	Difference:
Institutional Rubric	70.00%	100.00%	+30.00%

Strengths and weaknesses of the program

Program strengths

1. the introduction of various technologies to enhance students learning. Technologies include laser cutting, laser distance measuring, up-to-date drafting and design software, and new computers to keep up with the hardware demands of new software.
2. the continuous partnership efforts with design professionals.

3. The articulation of seven, soon to be eight courses with Cal Poly which will make the architecture program a viable option for students considering transfer to Cal Poly.
4. The introduction of a new course in sustainable design.
5. The planned addition of architecture history courses which is expected to boost enrollment.

Program weakness:

1. The lack of a course introducing students to the field of architecture. Students need to know about careers in architecture, skills needed to succeed, new technologies for both design and construction, internship opportunities, and architecture schools.
2. The lack of internship opportunities with professional architects. Students can benefit from the chance to be in an architectural office environment and to experience what beginning drafters do. A mentorship opportunity can also be created to allow students to benefit from the guidance of a professional. The architecture department is currently working with RRM Design Group and with local architects on creating internship opportunities.

Changes to be made:

- Continue utilizing computer aided drafting software, more specifically building information modeling software REVIT, to increase productivity and improve drafting quality.
- Utilize computer aided design and presentation software, including Google SketchUp, Photoshop, Illustrator, and Layout to increase productivity and improve design and presentation quality.
- Continue to evaluate existing outcomes and assessments and to modify or update outcomes or assessments as needed.
- Enhance student learning and experience by creating internship/mentorship opportunities to allow the interaction between students and professional architects.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Teaching innovations:

1. In the fall of 2021, students enrolled in ARCH 151: Architectural Design Studio I collaborated with Cal Poly design studio students on a joint project. Both Hancock and Cal Poly students participated

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

New Fiscal Needs due to Pandemic:

- Currently nearly all art instructors are utilizing the application Padlet to create “gallery walls” for critiquing student work in the absence of physical walls. The display of student work is integral to learning in an studio art class, and Padlet has enabled us to simulate this virtually in an effective manner. We would like to request that the College purchase a subscription to this application for instructor use. Padlet Pro costs \$10 per user per month, which adds up to \$100 per year. With ten faculty, we are looking at a cost of approximately \$1000 annually. There are also college plans, where up to 500 instructors and students may utilize it for \$2000 per year.
- For Life Drawing classes, we have had to rely on photographs of models, rather than real live humans, so the instructors of Life Drawing have been paying out of pocket for subscriptions to Life Model database, such as Croquis Café and Line of Action. This costs \$15 per month, is needed for eight months of the year, and would cost approximately \$120.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Current PSLOs:

PSLO 1: Demonstrate understanding of concepts, materials and processes involved in the creation of visual art throughout history by participation in discussions, knowledge of terminology and successful execution of projects and assignments.

PSLO 2: Participate in a variety of visual arts, demonstrating accomplishment of skills, techniques and processes involved in their creation, through a portfolio of work.

Have PSLOs been assessed?

Our Program Learning Outcomes appear to continue to perform well. Overall, a range of 86% to 91% of students met PLO standards over the past 6 years based off the Comprehensive Program Review Learning Outcomes Assessment Data document provided to us. Six of the eleven semesters shown on the Historical Performance PLO Chart include almost 1000 or mostly over 1000 students assessed for each semester.

We are overall happy with our current PLO's. We might adjust some minor language in the two, and would like to add a third PLO related to broadening knowledge and developing appreciation for the diverse practices and ways of thinking in art across cultures and time periods. We plan on formally implementing the new PSLO's through CurriQunet in 2023.

Changes made to our courses and program regarding assessment data:

The most salient change we have had to make is the shift to teaching in an emergency remote teaching capacity. A change that was necessary to continue instruction, but also to try and maintain as much student learning as possible given the pandemic situation we are still in. The transformation of studio classes to online synchronous learning has especially overwhelmed art program faculty requiring an enormous amount of additional preparation in a short amount of time. One year into the pandemic and we continue to experiment, expand, and evolve our teaching practices to maintain rigor and intellectual growth in our classrooms during these unprecedented changes. The gap existing between the use of Elumen and our next assessment interface will hinder our ability to more accurately see how all of this change will register in our student learning outcomes. Art Program faculty will do our best to keep record of SLOs until a new assessment interface is ready, but without a current interface it will be more difficult to direct part-time faculty regarding SLO assessments.

In our last program review, the addition of English and reading advisories to our lecture classes was recognized as a way to satisfy the need to better prepare students for taking our art history and art appreciation courses. We believe the implementation of this has contributed to student learning in these courses. Changes in requirements on math and English from the AB 705 bill required us to alter our advisories. We made the necessary changes to our advisories.

Available and accessible lab times for ceramics and sculpture classes is a necessary condition for successful completion of student learning outcomes in our three-dimensional studio courses. Amiko Matsuo worked extensively with John Hood to make the operation of labs efficient in terms of FTES/FTEF. While working with our Dean, it was eventually decided that three-dimensional labs supervised by classified staff was the best working model both in terms of student success and efficiency. As the possibility of returning to face-to-face instruction becomes something we hope to achieve soon for our studio classes, it will be necessary for us to continue to receive funding of staff for these labs. The pandemic has been especially hard on our three-dimensional classes and we will need to rebuild them to get them enrolling as they used to before Covid. Without available and accessible lab time this will be impossible.

The loss of our full-time Ceramics and 3D Faculty has had a catastrophic effect on the Art Program's 3D area offerings. The loss of Amiko Matsuo after the first semester of the pandemic has left our 3D courses in a complete state of non-operation. We had to cancel all 3D classes for the spring 2021 semester. We believe a full-time faculty member very well have been able to keep 3D classes going as they have at other colleges.

Classes such as Ceramics 1 which was offered twice a semester and usually enrolled well, no longer enroll enough students to keep one class going. Part of this is the specialized knowledge that a full-time 3D discipline faculty brings into the classroom, but much of it is the coordination of the area as an overall. Without a replacement full-time faculty member for our 3D area, that half of our Art Program will continue to wither up and die even after a successful return to face to face instruction.

From a first-hand account, we as full-time Art Program faculty witnessed everything that Amiko had done to rebuild our 3D area into a much more efficient discipline within the college. In addition to revamping our labs, she had done many things which affect student success:

- She stopped offering many Art 199 courses which were inefficient and replaced those classes with CWE 149 opportunities.
- She created a ceramics certificate to fulfill the need to increase the number of degrees awarded and maintain proper college funding from the state.
- As mentioned earlier in this report, our 3D area had become a hazardous environment to our students and staff. She worked hard to coordinate the clean-up of that workspace, and she advocated for a new filtration system to decrease toxicity in the air.
- She also was a significant part of bringing deficiencies in SLO assessments in the 3D area up to speed and was active on the LOAC committee.

These are just a few examples illustrating the roles our Full-time 3D faculty plays to maintain our program. Without a replacement soon, most of what that she had built along with what Bob Nichols had built before her will probably disappear. Ceramics and sculpture courses are expected components of professional degrees within the visual arts fields. Three-dimensional courses are requirements for students earning our degrees. We need proper instruction and coordination by a full-time faculty member, and we need staff for 3D labs.

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

c.) With current enrollment management policies, some small classes are often cut, which are essential for the skill building needs of our students. This makes it difficult for our students to complete their degrees in a reasonable time frame and become competitive in the field of dance.

d.) Without any money in the “independent contractor” category of the budget, the dance program is unable to provide its students with quality industry choreographers, which plays an important role in the development of our student’s education and chosen career. We are in need of \$20,000 to accommodate for travel, hotel and service expenses for our guest choreographer.

4. PROGRAM SLOS/ASSESSMENT

- a) Demonstrate technical proficiency and performance skills in various dance styles.
- b) Exhibit accomplished technique in tap and folkloric dance.
- c) Demonstrate competency through public performances.
- d) Develop an informed viewpoint of dance as an art form.
- e) Demonstrate choreographic skills, including supervisory and effective communicative ability.

Since our last program review we have assessed all PSLO’s. After careful review of our assessment data, it is apparent that the following PSLOs indicate a high level of student success.

PSLO#1

Demonstrate technical proficiency and performance skills in various dance styles.

Data indicates that 96.1% of PSLO#1 expectations were met, according to student responses. Compared to the previous 82% outcome of PSLO#1, it is clear that we have made positive strides. This indicates that the instructors and program are improving in teaching various dance styles.

PSLO#2

Exhibit accomplished technique in tap and folkloric dance. The data indicates that 94.3% of our students have accomplished this goal successfully. There are no comparisons to past program reviews, since no assessment was conducted at that time.

PSLO#3

Demonstrate competency through public performances.

Our data indicates that 97.9% of our students are competent in public performance, thereby making PSLO#3 successful. This shows how successful our shows are for the growth of the program.

PSLO#4

Develop an informed viewpoint of dance as an art form.

Our data indicates that 90.32% of our students were successful in writing critiques of various dance concerts and outside performances. This data also indicates that students' success in retaining the information relayed to them from the "advisory" course, English 514, has been a useful tool in the students' writing.

PSLO#5

Demonstrate choreographic skills including supervisory and effective communicative ability.

There were no assessments conducted in the previous program review for comparison. Our data indicates that 96.6% of our students have been successful in choreographing and communicating their thoughts to performers and faculty effectively.

All PSLO's have now been assessed since the last program review. Data that we collected showed positive accomplishments, especially when referred to the dance concert. No changes are being made at this time to the PSLO's.

Success, Retention, and Equity

The dance program promotes student success in all courses we teach. Data indicates that for all program learning outcomes students meet or exceed desired outcomes. Assessments indicate that not only are we successful in achieving our PSLO's, but we continue to improve in the success of our program. We strive for excellence in our program through the use of assessments and student evaluations.

The dance program has high retention and success rates. As of Spring 2017, the retention rate reached its highest semester since 2010. Our success rate also reached its highest point in Spring 2017 at 86.96%.

5. TREND ANALYSIS/OUTLOOK

Enrollment Patterns and Other Indicators

Over the past six years, the program endured an approximate of 40% decline in enrollment due to various concerns. The classes that were cut in Lompoc, Solvang and PCPA have never been reinstated, and in the fall of 2013, the State ruling of repeatability adversely affected our program. At the same time, the dance program was functioning with one full-time instructor, as the second full-time instructor left for an administrative position on campus. The dance program lost sections due to low enrollment and numbers of students decreased. In the fall of 2012, our

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

The **Program Student Learning Outcomes** are as follows:

- **PSLO 1:** Apply fundamental concepts of mathematics (through calculus), science and engineering.
- **PSLO 2:** Identify, formulate, and solve basic engineering problems.
- **PSLO 3:** Conduct experiments and analyze and interpret data.
- **PSLO 4:** Make basic design decisions concerning appropriate-level engineering problems.
- **PSLO 5:** Communicate effectively both orally and in writing, using symbols, graphics and numbers.
- **PSLO 6:** Recognize the need for, and an ability to engage in, lifelong learning.
- **PSLO 7:** Function professionally and ethically as an individual and within diverse teams.
- **PSLO 8:** Use techniques, skills and modern engineering tools necessary in engineering education and practice.

The PSLO were originally modelled after those that the four-year Engineering Programs follow, i.e., the **Accreditation Board for Engineering and Technology** (ABET) Engineering Criterion 3, Outcomes a-k (<http://www.abet.org/wp-content/uploads/2015/05/E001-15-16-EAC-Criteria-03-10-15.pdf>), in addition to the outcomes for AHC in general. ABET is the accreditation board for 4-year engineering programs and 2-year engineering technology programs. There is no accreditation for 2-year engineering transfer programs.

ABET recently redesigned their criteria, now 1-7 (<https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2019-2020/>). The AHC Engineering PLOs still track the ABET criteria:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

All CSLOs, PSLOs and ISLOs have been linked. See Historical Associations “ISLO/PSLO Summary Map by Course”, attached at the end.

Course Student Learning Outcomes

Several courses have many SLOs: Engr. 161 has 8, and Engr. 162 has 7 (recently reduced from 9 and 11, respectively). Courses and Program SLOs should be reevaluated over the next program review cycle.

Figure IVa shows the Course Student Learning Outcomes data from Spring 2014 through Fall 2017. No SLOs results were recorded since Fall 2017. A summary of CSLOs, by course, is given in Figure IVb. A discussion of this data follows the figures.

5. Historical CLO Performance Chart - This is a chart showing the CLO percent met and the count of students that met standards by term.

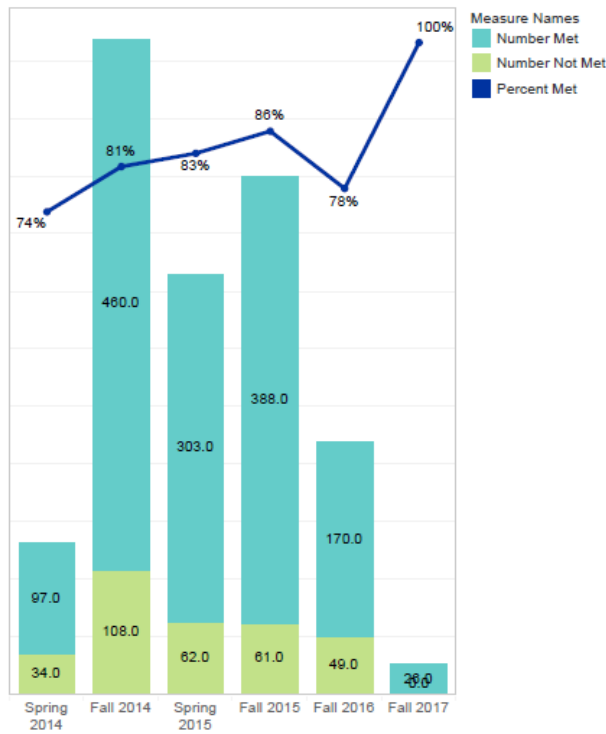


Fig. IVa Historical CLO data, by semester.

7. Historical Course Performance- This is SLO assessment by course, including percent and number of students that met standards.

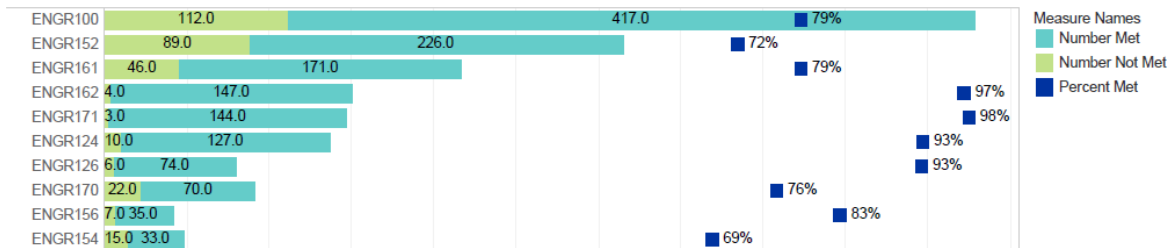


Fig. IVb Historical CLO data, course.

Current Status

The assessment of engineering SLOs has been on a hiatus since the Fall 2017 semester. The

learning outcomes assessment process for engineering needs to be redesigned, especially in light of the campus decision to focus on Program Learning Outcomes. This new method will be implemented during the next Program Review cycle.

General Notes

Students tend to do well in the basic concepts of each course, but have difficulty applying advanced concepts (e.g., acceleration as a function of velocity, combined loading in a structure, etc.). This is not surprising in sophomore-level engineering courses. Students need opportunity to practice the topics in the course. This can be done within the class session (although students have long been given in-class practice in the Engineering Program), and need to study more outside of the classroom. Emphasis on students learning on their own outside of class, and group work (both in and out of class) should continue to be encouraged, more so than in the past.

CSLOs of Concern

The two SLOs that have “Meets Standards” rates below 60% are:

- ENGR 152: Generate appropriate Free Body Diagrams 58%
- ENGR 161: Associate mechanical properties of metals with their structure, defects and mechanical and thermal processing 52%

Free Body Diagrams (FBDs) have always been a challenge for students in ENGR 152 Statics. This SLO has been assessed on a problem during the final exam. While we may not have gone over that exact problem, they have seen a version like it in prerequisite courses. It might be a good idea to assess Free Body Diagrams in a FBD quiz, where several different FBDs are given so student can present the larger-view understanding.

Understanding the effect of structure, defects and processing on material properties is also a challenge. Students now must clearly describe in words the physics behind the problem, which can be a tough leap for many of them; it is no longer just a calculation. More emphasis can be placed on problems that describe what is going on; however, many students just parrot the textbook, or look up solutions online to HW problems.

One of the bigger-picture solutions to “practice time” is to “flip” the classroom. Much of the lecture material for class can be provided online, while homework and practice problems can be worked in class.

The FT Engineering Faculty member is involved in two grant projects with Cal Poly that help students develop a conceptual understanding of engineering topics using an online tool called the Concept Warehouse.

- NSF Improving Undergraduate STEM Education grant (IUSE), “Collaborative Research: Understanding Context: Propagation and Effectiveness of the Concept Warehouse in Mechanical Engineering at Five Diverse Institutions and Beyond”. 2018–present.
- California Education Learning Lab grant: “The Mechanics of Inclusion and Inclusivity in Mechanics”. 2019–present.

Implementation of the Concept Warehouse tool within class will hopefully improve student outcomes. This tool is actually being implemented in Fall 2020 in both ENGR 152 Statics and ENGR 161 Materials Science.

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Our program student learning outcomes are:

1. Utilize camera, sound, editing and lighting equipment in a professional capacity.
2. Write compelling narrative stories in proper screenplay format and structure.
3. Apply analysis and critical evaluation to cinematic works through discourse and writing.

All three of the Film and Video Program's Program Learning Outcomes have been assessed since our last comprehensive program review in 2011/12. In 2011, The Film and Video Program instituted rubrics for grading term papers and critiquing of student video productions. The student learning outcomes data for the Film and Video program demonstrates the high degree of success for film and video courses and students. We routinely review SLO data to ensure robust program success.

The following is a summary of the Program Student Learning Outcomes data between 2011 and 2016:

1. FILM PSLO – Utilize camera, sound, editing and lighting in a professional capacity.
 - **58% exceed institutional standards**
 - **33% meet institutional standards**
 - **8% below institutional standards**
2. Write compelling narrative stories in proper screenplay format and structure.
 - **42% exceed institutional standards**
 - **39% meet institutional standards**
 - **18% below institutional standards**
3. Apply analysis and critical evaluation to cinematic works through discourse and writing.
 - **58% exceed institutional standards**
 - **33% meet institutional standards**
 - **8% below institutional standards**

PSLO: FILM PSLO - Utilize camera, sound, editing and lighting equipment in a professional capacity.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2011	17	73.91%	3	13.04%	3	13.04%	23
Fall 2012	45	57.69%	29	37.18%	4	5.13%	78
Fall 2015	1	33.33%	2	66.67%	0	0.00%	3
Fall 2016	10	47.62%	8	38.10%	3	14.29%	21
Overall	73	58.40%	42	33.60%	10	8.00%	125

PSLO: FILM PSLO - Write compelling narrative stories in proper screenplay format and structure.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2012	31	39.24%	41	51.90%	7	8.86%	79
Fall 2015	5	50.00%	3	30.00%	2	20.00%	10
Fall 2016	10	47.62%	8	38.10%	3	14.29%	21
Spring 2017	10	43.48%	0	0.00%	13	56.52%	23
Overall	56	42.11%	52	39.10%	25	18.80%	133

PSLO: FILM PSLO - Apply analysis and critical evaluation to cinematic works through discourse and writing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2012	117	84.78%	9	6.52%	12	8.70%	138
Spring 2013	13	59.09%	9	40.91%	0	0.00%	22
Fall 2013	12	44.44%	12	44.44%	3	11.11%	27
Spring 2014	16	76.19%	5	23.81%	0	0.00%	21
Fall 2014	12	63.16%	7	36.84%	0	0.00%	19
Spring 2015	9	56.25%	6	37.50%	1	6.25%	16
Fall 2015	14	82.35%	2	11.76%	1	5.88%	17
Spring 2016	11	61.11%	7	38.89%	0	0.00%	18
Fall 2016	76	40.64%	92	49.20%	19	10.16%	187
Spring 2017	31	45.59%	30	44.12%	7	10.29%	68
Overall	311	58.35%	179	33.58%	43	8.07%	533

Two representative courses:

1. Film 110, Introduction to Motion Picture/Video Production, student learning outcome: **"Students will learn to operate video cameras, lighting and editing equipment."** This course SLO was assessed most recently in Spring 2016 and met with a 100% student success rate. The average student assessment score was 82%. The success of this course level outcome is indicative of program SLO #1.
2. Film 101, Film as Art and Communication, student learning outcome: **"Identify and analyze the stylistic elements of cinema (editing, cinematography, sound, mise-en scene and acting)."** This course SLO was assessed in Fall 2016 and met with an 85% average success rate. This assessment reveals that this area of the course generating success for our students. This course level SLO correlates to program SLO #3.

These results reveal the following:

1. In regard to student success in the areas production and analysis we have high student success rates.
2. The outcomes show moderate to high levels of success on an individual student basis.
3. The instruction in our programs is meeting the needs of our students. Further research on the specific courses that these SLOs were extrapolated from reveal that the minority of students that did not meet the success rate largely did not complete the assignment or complete it within

specified project guidelines or timelines. For faculty members, this reinforces the need to set clear objectives for each assignment as well as clearly spelling out project timelines and expectations.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these. As well, describe how program instructors ensure regular substantive instructor initiated contact in online classes.

The Film and Video Program has been very successful in offering Distance Education courses. All of these courses fulfill General Education requirements and are thus very popular. We offer Online Film 101, Film 102, Film 103 every semester including summer. In addition, we offer Film 105 as an online class in Spring and Summer.

In 2016/2017, the Film and Video Program had 469 face to face students in 35 sections and 425 online students in 15 sections.

Success and retention rates in our face to face courses averages between 79 and 80% from 2011/12 to 2016/17. For online classes this average is 65%. While this rate is lower for Online, it is equal to the AHC wide retention and success rates.

Film and Video instructors utilize, direct and group e-mail, regular Canvas announcements, group projects and office hours to ensure sufficient contact with students.

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

GOAL: Improve assessment of learning outcomes.

The library's continued work on learning outcome assessment aligns with the district's strategic direction two. Strategic plan goal 2.1 addresses student learning outcomes and goal 2.2 relates to supporting student access, achievement, and success. Student learning outcomes were developed for Library Services in 2008 and revised at the end of spring 2010. Assessment of the original outcomes began in spring 2009. A library staff retreat was held in January 2011 to present the library service SLOs to part-time librarians and to develop recommended assessment tools. Since then, eLumen has become functional and the library SLO liaison has been entering data. Since the last Program Review, a Google Form has been created for librarians to describe reference interactions and how they relate to library program outcomes. In the late spring of 2018, the Library Program Learning Outcomes were revised (as listed below) in response to the Program Review Annual Update 2017-2018. Assessment of the revised PSLOs is underway. Current PSLOs are as follows:

PSLO 1. Navigate a library to find a variety of resources to answer information needs.

PSLO 2. Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

PSLO 3. Use a research process to efficiently locate an appropriate source of information for a problem or question.

PSLO 4. Evaluate the quality of information sources for bias, currency, authority, accuracy, and coverage.

PSLO 5. Use information ethically by citing sources and avoiding plagiarism.

Student data from research workshops is in Supplemental Data at the end of this document. Library assessment results are shared with department members, dean, Learning Outcomes and Assessment Committee (LOAC), and Senate Library Advisory Committee (SLAC).

This semester, library faculty are working on two research requests with IRP.

1. An assessment of the retention and success of English 101 students who attend a librarian-led orientation is underway. Analysis and documentation of the findings will occur in Program Review 2019-2020.
2. A research request on the degree completion rates and demographic characteristics of students who attended library orientations in 2014 and 2016 has been submitted to IRP. Analysis and documentation of the findings will occur in Program Review 2019-2020.

For Fall 2019, a campus-wide student survey on library needs was conducted. The survey was similar to earlier ones conducted in 2009/2013 and provide valuable longitudinal data. Some results of the follow up survey illustrated just how important the physical space is for our library users, and that they remain steadfastly in favor of physical materials when

possible. For our next comprehensive assessment cycle, a more robust SLO assessment plan has been proposed (see below).

GOAL: Increase staff levels to meet size and demand of student population.

The previous program review identified the need to hire an additional librarian and two library multimedia technicians, one for Santa Maria and one for Lompoc. This goal implements strategic plan direction three and goal 3.1 as it relates to the management of human resources. A technician was hired for Lompoc in July 2013. An additional technician was hired for the Santa Maria campus library in 2016 as part of the reorganization of the campus bookstore. In the summer of 2019, one of the full-time technicians at the Santa Maria campus was on leave and subsequently retired. A second library technician at the Santa Maria campus library also retired at the end of the fall 2019 semester. Both technicians were replaced with new full-time hires at the end of fall 2019. The full-time LVC library technician retired at the end of the spring 2020 semester, and she was replaced with a new full-time technician.

A faculty survey conducted in October of 2019 identified reference librarians as one of the most essential resources provided by the library. (Of full-time faculty respondents, 58% cited the reference librarians as “Essential,” 5% cited them as “Significantly important,” and 16% cited them as “Important.” Of part-time faculty respondents, 50% cited the reference librarians as “Essential,” 31% cited them as “Significantly important,” and 6% cited them as “Important.”) It should be noted that as the college’s FTE increases, so does the use of the library.

As more and more loan programs and services are consolidated under the library, workload concerns are becoming more apparent. If one takes the typical week (pre-Covid) of operation across both Santa Maria’s Campus and the Lompoc Valley Center, the library is open for a combined total of 120 hours a week (Santa Maria: Monday through Thursday: 8 a.m. to 10 p.m. Friday: 8 a.m. to 3 p.m. Saturday: 10 a.m. to 3 p.m. Sunday: 9:30 a.m. to 4:30 p.m. LVC: Monday through Thursday: 8 a.m. to 8 p.m. Friday: 8 a.m. to 12 p.m.). Currently, there is 100 service hours across 4 full-time librarians, that leaves 20 hours unaccounted for (and also doesn’t take into account our need to cover two campuses at the same time, nor does it cover our tours or other service that takes librarians away from the reference desk). These hours are usually made up by our deep bench of part-time librarians, but another full-time librarian would work wonders in bringing us closer to covering all hours of operation.

A similar analysis of library technicians shows the library has 120 hours of techs available across both campuses. The lead tech’s hours have been removed from this analysis, as they are the sole cataloguer of materials for both campuses—as such, their hours are spent entirely off the floor and are fully accounted for. There

IV. Program SLOs/Assessment

The PSLOs were revised (as listed below) in late spring 2018 in response to Program Review Annual Update 2017-2018. Assessment of the revised PSLOs is underway. Current PSLOs are as follows:

PSLO 1. Navigate a library to find a variety of resources to answer information needs.

PSLO 2. Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

PSLO 3. Use a research process to efficiently locate an appropriate source of information for a problem or question.

PSLO 4. Evaluate the quality of information sources for bias, currency, authority, accuracy, and coverage.

PSLO 5. Use information ethically by citing sources and avoiding plagiarism.

Student data from research workshops is in Supplemental Data at the end of this document. Library assessment results are shared with department members, dean, Learning Outcomes and Assessment Committee (LOAC), and Senate Library Advisory Committee (SLAC).

In the spring of 2019 and the fall of 2020, library faculty worked on four research requests with IRP.

1. An assessment of the retention and success of English 101 students who attend a librarian-led orientation is underway. Analysis and documentation of the findings will occur in Program Review 2019-2020.
2. A research request on the degree completion rates and demographic characteristics of students who attended library orientations in 2014 and 2016 has been submitted to IRP. Analysis and documentation of the findings will occur in Program Review 2019-2020.
3. A survey for students, requesting information about library usage, needs, strengths, weaknesses, and perceptions. The survey will resemble the surveys conducted in 2009 and 2013 (the last comprehensive Program Review) and may provide valuable longitudinal data.
4. A survey for faculty and staff, requesting information about library usage, needs, strengths, weaknesses, and perceptions. The survey will resemble the surveys conducted in 2009 and 2013 (the last comprehensive Program Review) and may provide valuable longitudinal data.

The library collects student assessment data in two ways, through our sole library course, LBRY 170, and through apparatuses we administer either during course orientations or library events. Due to the nature of our LBRY 170 course, there are several years where due to low enrollment, the class was not held. As such, our course level assessment data is somewhat limited in scope. From there we noticed that we see a consistent 75% meets standard among our student demographics. There is a noticeable decline in success for our LBRY 170 SLO6: student produces a product that integrates a variety of timely and appropriate sources. The librarians have discussed why this is, and while insufficient or inappropriate resources do play a role in the low success rate, there is an additional consideration. While most of the curriculum in the course is leading up to a final capstone project that is the apparatus for this SLO assessment, many students end up disappearing and never finishing the final project—we don't know why this phenomenon occurs, but we speculate students may not be sufficiently building off of their scaffolded assignments prior to the capstone.

The library's program student learning outcomes are more robust, though not without their own challenges. As previously mentioned, we updated our outcomes in 2018 with the idea to move towards more assessable pieces. The challenge comes from assessing our PSLOs through one-off measures and metrics. We have been working towards developing materials to capture all of our outcomes that can be administered during

our one-on-one reference and library orientations. A challenge has historically been creating an open enough assessment apparatus that can work for the myriad variations the library sees in these two principal modes of instruction.

The most successful of these apparatuses that is still in use is our reference interaction form. It was created in 2017 to begin collecting more data for us to assess, and it was revised in 2020. As of 4/4/2020 (the date of the last revision), librarians have collected information on over 1,070 reference interactions. The median time of interaction was 24 minutes, with the shortest being under 5, and some lasting for several hours. These ranged from straightforward requests for service (i.e., how do I check out a laptop, where is the bathroom, etc.) to complex information needs that took several databases and repositories to find appropriate material for the student. There were about 210 catalog inquiries, 30 citation assistance queries, 50 course reserve requests, 40 database assistance requests, 170 general information requests, and 570 multipart/multistage questions that were some combination of the above.

While we have some methods of compiling assessment data, there can still be improvements made and additional devices created. Data we have captured has been positive, hovering around the high 70% to low 80%*s*, but there are many opportunities for capturing more data that slip by our grasp. The library has a sizable number of part-time librarians who work on both the desk and give classes orientations. While we have made several attempts to incorporate our part-time faculty in our assessment strategies, it has been difficult to collaborate with part-timers due to the fact that really they are there when full-timers are not.

During our ongoing librarian meetings where we discussed our assessment data, the following ideas came up:

- Increased part-time faculty participation in assessment could be nurtured through a more robust selection of pre-designed assessment apparatuses—we have a number of worksheets and walkthroughs available, but with the variance between each class—more variety would lead to more participation. This is especially true as now there are no remaining part-timers who have experience entering data directly into our repository.
- The standard one-shot focus on information literacy instruction is not the ideal means by which to provide support to our students. Due to this fact, there has been an increased push within the department to embed librarians into courses. The benefits thus far have been: continuous opportunities to highlight and demonstrate the principles and techniques to find appropriate and reliable information, building relationships between students and librarians, customized modules and research curricula, and providing direct assistance to course specific projects.
- Preparation for the capstone project in LBRY 170 might require more finetuning—perhaps a midterm assignment where half of the deliverables are turned in so that a student will have built in time to absorb the feedback and criticism from the librarian and only have the other half to turn in at the end of the semester.
- LBRY 170 could be offered in the term modality as well, this would help with students who need a few extra units to graduate, and also align more strongly with the college's ENGL 101 and 103 research projects (which occur at the end of the semester).

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

The Math Center needs a larger space due to the fact that it cannot accommodate all the students during the peak hours. Students have suggested that the Math Center needs more individual study rooms. The Math Center is critical to student success and we need a larger space for the Math Center. The district needs to allocate more funding to the Math Center to expand the hours of operation on weekends (especially on Sundays). The Math Center needs to hire more student tutors (especially tutors for Statistics and Calculus courses).

Add a second computerized classroom/lab and purchase computers and other needed equipment. There is a trend in developmental math education towards using computers as the primary means of instruction in the classroom. The program has purchased laptops as a short term solution, but eventually will likely need a computerized classroom (other than M-201) dedicated just to math classes. Also, all computerized equipment in M-201 should be updated as needed.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

The Program SLOs are listed in Section 3 (Assessment Plan) of this document. Since our last Program Review, we have changed the CSLOs to match the Program SLOs. In doing so, we have simplified the assessment process while providing a more accurate mapping between the CSLOs and PLOs. Prior to switching to the PSLOs, the department assessed all SLOs for all mathematics courses. We are scheduled to assess the Program SLOs starting in Fall 2021. As a department, we have collaborated on assessment and have had many positive discussions on SLOs.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.
- As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

The Mathematics Department currently offers the following distance learning courses: Math 311, Math 331, Math 123, Math 131, Math 141, and Math 181.

Math 521 online class was offered until spring 2018 semester. In addition, the Mathematics Department voted to approve the option of offering all other mathematics courses in a distance learning format.

Exhibit E2 provides a comparison of success and retention for face-to-face (FF) and distance learning (DL) both for Mathematics courses as well as AHC courses. The comparison illustrates that overall success and retention in DL mathematics course in total compare favorable to FF mathematics courses.

In academic year 2015/2016, FF mathematics courses has a success rate of 75% compared to a success rate of 64% for DL courses. In that same academic year FF mathematics courses has retention rate of 90% compared to a retention rate of 83% for DL courses.

In academic year 2016/2017, FF mathematics courses has a success rate of 76% compared to a success rate of 66% for DL courses. In that same academic year FF mathematics courses has retention rate of 90% compared to a retention rate of 83% for DL courses same as previous academic year.

In academic year 2017/2018, FF mathematics courses has a success rate of 76% compared to a success rate of 67% for DL courses. In that same academic year FF mathematics courses has retention rate of 89% compared to a retention rate of 84% for DL courses.

In academic year 2018/2019, FF mathematics courses has a success rate of 75% compared to a success rate of 68% for DL courses. In that same academic year FF mathematics courses has retention rate of 89% compared to a retention rate of 85% for DL courses.

In academic year 2019/2020, FF mathematics courses has a success rate of 80% compared to a success rate of 73% for DL courses. In that same academic year FF mathematics courses has retention rate of 91% compared to a retention rate of 87% for DL courses. In this academic year, both FF and DL courses have significantly better success and retention rates. Due to Covid-19 (Pandemic) in spring 2020, all courses at AHC were converted to Remote ERT mode (Emergency Remote Teaching).

It is very important to note that at the College level regular semesters (fall and spring) reflect significant differences in success and retention percentages between FF and DL courses. Success rates for DL courses average 8.8% lower than FF courses (76.4% vs 67.6%). Retention rates for DL courses average 5.4% lower than FF courses (89.8% vs 84.4%).

All distance learning instructors are required to have proper training in the common practices in the distance learning modality. Also, instructors are required to communicate with their distance learning students through email, Canvas, and any other form of approved electronic communication.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

The Mathematics Department has worked to maximize the likelihood that a student will enter and complete transfer-level mathematics within a one year time frame in accordance with AB 705. As a result, a student can start in a development course, such as Math 309, and be ready for a transfer level course(Math 100 or Math 123) in only two semester.

As stated in Part V above, we offer online courses for most of our mathematics courses in the curriculum. These courses give many of our students more options and flexibility when making their educational choices. Also, many of our courses have adopted zero cost textbooks or OER textbooks. As a consequence, we believe the zero cost option has positively impacted our students.

The Math Center continues to provide excellent support and services for our students. Some of the resources that the Math Center provides includes free tutoring, a good environment for individual or group study, in-house loans of current textbooks, supplemental books and videos for check out, calculator rentals (both in-house loans and semester rentals), and various handouts on mathematics topics.

The MESA program continues to be another excellent support program for our students. Through the program, our students have developed important academic skills necessary for success in the calculus based mathematics courses at the college and beyond.

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

managing bookstore requests and taking meeting minutes are primarily being managed by faculty. There is additional burden on the faculty due to multiple newly hired faculty needing assistance and support. The department has been barely functioning without a secretary for several years. All programs have requested secretarial support either in program review or the annual update for multiple years.

Full-time Faculty

The current staffing of three full time faculty allows for coverage of the courses approved by the Board of Registered Nursing for the ADN. Faculty are stretched thin to cover and do not have much available time for identified student needs of tutoring and remediation, curriculum update and review, continuing professional development, and measurement of efficiency and student outcomes. Students consistently have requested more time in the skills lab for practice. Additional staffing is needed to cover this need.

Skills Laboratory

The skills lab continues to be in a state of underutilization and disrepair. All nursing faculty play a role in basic upkeep but there is a continued lack of coordination and pooling of resources.

The equipment has been purchased via grants over the years. There is no funding allocated for equipment update, maintenance, and repair.

Supplies needed for skills lab activities are in part funded by Marian Regional Medical Center with a donated amount of supplies not to exceed \$5000. This is shared with the LVN and CNA programs annually. Consistent funding for replenishing supplies and equipment repair and maintenance would help planning for learning activities.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

All course student learning outcomes (CSLOs) are assessed annually. All CSLOs are mapped to the program learning outcomes (PLO's). All PLOs meet the 70% college-benchmark for meeting the standards.

To assess the CSLOs, the nursing faculty used a variety of measures that included standard testing (Assessment Technology Institute NCLEX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions.

More specifically, based on the standardized ATI RN predictor tests, the AHC nursing students meet the national benchmark. Graduates of the program, as a group, scored similarly to the students from comparable nursing programs across the United States.

In 2013, the assessment tool used for Nursing 109 (Medical Surgical Nursing 2) was changed to better reflect course learning. This resulted in a change in the trend of the data obtained.

All faculty have identified declining trends in student academic preparedness in math and English (reading, writing, and comprehension). Recommendations for tutoring and help for remediation were repeatedly identified in multiple course improvement plans. There continues to be minimal adjustments in the course content since nursing content is approved by the California BRN as well as aligned with the national licensure test plan. Meanwhile, the nursing faculty continue to innovate strategies to promote student learning. Dose calculations and medication word problems continue to be ongoing problem areas that warrant tutoring, remediating, and overall support.

A comprehensive review of the SLO data is included in Appendix E 6. The course improvement plan summary states:

There were remarkable efforts to address the students' academic needs. The nursing faculty drafted various strategies to

enhance instruction, adjust assessment measures, augment student support, and seek resources to enhance the learning experiences of the nursing students. In Nursing 111 and Nursing 112, a number of data points indicate below standards on CSLOs that relate to dose calculations. The math lab does not provide enough support for nurse-related word problems and calculations. There were equipment requests for the nursing skills courses (NURS 111 and NURS 112) that were critical to ensuring that the students develop competence in currently used technologies. These include infusion pumps, patient-controlled analgesia (PCA) pumps, and feeding pumps. These numbers are worth careful scrutiny because the knowledge and skills for these technologies are integral to the roles and responsibilities of the registered nurse.

All faculty identified in several assessment plans over the past five years the need for tutorial and remediation assistance for students. The SLO data does not reflect a deficiency because faculty have stepped in and provided the assistance. This time and effort is in addition to regular office hours and routine student contact. There is no documentation of what has been provided for students so it is not possible to statistically demonstrate the impact on student success.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

The nursing courses use the learning management system (Canvas) to provide course materials, syllabi, and evaluative measures and communicate with the students. Nursing students continue to prefer live classes in the nursing theory courses. Clinical courses cannot be adapted to online.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Excerpts, Comprehensive Program Reviews: Section IV (Program SLOs/Assessment)

1. Architectural Drafting (2021-22)
2. Art (2020-21)
3. Dance (2017-18)
4. Engineering (2020-21)
5. Film (2017-18)
6. Library Services (2020-21)
7. Mathematics (2020-21)
8. Registered Nursing (2017-18)
9. Sociology (2017-18)

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

As far as human resources are concerned, the program is in no urgent need of staffing or support. The two full-time faculty members currently cover the majority of the courses offered, and we see no need for additional full-time faculty. In terms of part-time faculty, the program occasionally finds it difficult to secure qualified instructors to staff night classes or courses offered in other locations outside the Santa Maria main campus. Fortunately, the need for those instructors is relatively small, and, so far, we have managed to find competent and qualified faculty for all the courses that need staffing. Finally, we have adequate support staff for the needs of the program.

In terms of physical resources, our program doesn't need much more than adequate and well-equipped classrooms. Most of the instruction by full-time faculty is done on the C-Complex, and particularly, in classrooms C-30 and C-32. Classroom sizes are adequate for the needs of the program. Since the last Program Review, student seating was replaced in most of the classrooms in the C-Building Complex, significantly improving the learning environment.

Technological resources in the aforementioned classrooms, however, are somewhat behind the needs of modern instruction and today's learners. It would be useful if our classrooms podiums could be equipped with High Definition multimedia resources (projectors, cables, etc.). In addition, and probably more importantly, the sociology program frequently relies on multimedia materials such as documentaries and web-based content. And a lot of this content is "student-driven". In this respect, it would be very useful if classroom podiums could be equipped with resources that make streaming and mirroring more effective, or just possible. Most of our classrooms would benefit, for example, from the addition of an Apple TV device which would allow faculty to mirror the content of their laptops, or students to share (via the classroom projector) the content displayed on their phones or iPads.

Finally, in terms of fiscal resources, our program needs a slightly larger budget for the purchase of multimedia resources. As multimedia content available for classroom instruction migrates to streaming services, it is increasingly necessary to purchase new licenses for some of the material that we are currently using. This additional cost is in addition to the regular purchase or licensing of new multimedia materials for our courses.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Currently, there are eight 'active' courses (i.e., courses currently being taught) in the sociology program. Of these courses, seven are taught by the sociology faculty: SOC 101, SOC 102, SOC 104, SOC 110, SOC 120, SOC 155 and SOC 160. One of the eight 'active' courses is cross-listed with Human Services, and has always been taught by Human Services faculty: SOC 106.

In addition, there is a course that is listed in the catalog but is not currently being taught: SOC 122. There are several reasons why this course has not been offered for many years. First, it has been difficult to find qualified part-time faculty to teach it on a regular basis. And secondly, a significant portion of the course content (as it currently exists) overlaps with SOC 120, therefore reducing both the urgency to teach it as well as the demand for it to be taught.

With the exception of SOC 160, all the 'active' sociology courses have clearly defined and mapped learning outcomes. While SOC 160 has clearly defined SLOs—as can be seen in the Course Outline of Record (COR), those course specific learning outcomes still need to be mapped onto program and

institutional learning outcomes. What follows is a list of those SLOs for all active courses in the Sociology Program.

SOC101 - Intro to Sociology

SLO1 - Understand the different theoretical approaches to sociology

SLO2 - Understand the intersection of biography and history, i.e., to develop a "sociological imagination."

SOC102 - Social Problems

SLO1 - Identify and briefly discuss three distinctly social problems.

SLO2 - Explain how social problems can be objectively and subjectively defined

SLO3 - Understand the difference between individual (a.k.a. "person-blame") and structural (a.k.a. "system-blame") explanations of social problems.

SOC104 - Social Science Research Method

SLO1 - Identify and briefly describe the stages of the research process

SLO2 - Identify and briefly describe the major types of research design

SLO3 - Demonstrate the ability to locate peer-reviewed, social-scientific literature by using the major (available) databases

SOC106 - Alcohol Drugs and Addiction

SLO1 - Define the short-term and long-term effects of several categories of substances that are frequently abused

SLO2 - Explain the differences between substance use, substance abuse, and substance dependence

SOC110 - Intro to Marriage and Family

SLO1 - Apply sociological theories to the analysis and function of the family institution

SLO2 - Demonstrate an understanding of the common elements of all families and a respect for the diversity of family forms.

SOC120 - Race and Ethnic Relations

SLO1 - Define race and ethnicity and be able to explain the difference between the two.

SLO2 - Demonstrate an understanding of the concept of multiculturalism and some of its implications for society

SLO3 - distinguish between prejudice and discrimination and understand the connection between the two

SLO4 - understand the concept of "institutional discrimination" and illustrate it with an example

SOC155 - Media and Society

SLO1 - Think critically about the mass media they consume.

SLO2 - Show how media representations of racial, ethnic and gender groups reflect social stereotypes and prejudices.

SLO3 - Understand how political and economic forces shape the characteristics of media products our society.

SLO4 - Understand the role of the mass media in the creating and maintaining democratic institutions and a democratic society.

SOC 160 – Cities and Urban Life

SLO 1 - Describe three contemporary urban social problems.

SLO 2 - Be able to search for and identify the degree of racial and ethnic segregation of major cities and metropolitan areas in the U.S.

SLO 3 - Explain the concept of "sprawl" and some of the problems associated with it.

SLO 4 - Illustrate how the built environment can be used to maintain and reproduce social privilege and inequality.

Furthermore, all of these courses have had all their learning outcome assessed once a year for the past five years. Most of the assessment was done using questions embedded in quizzes and exams that were given to students throughout the term/semester

The assessment data for the active courses taught by the sociology faculty show that a majority of students met the learning objectives that were assessed. A more specific breakdown of the data is as follows:

- SOC 101 data was collected at least once a year between 2013 and 2017 for all learning outcomes. In every one of those years the percentage of students that meet or excel the SLO standards is above the 70% benchmark.
- SOC 102 data was collected at least once a year between 2013 and 2017 for all three student learning outcomes. During the 2015-2016 and 2016-2017 school years, data was collected every semester. As of our last assessment, all SLOs surpassed the 70% performance benchmark (86.4%, 81.4% and 74.6%)
- SOC 104 data was collected in Fall 2013 and Fall 2016. In both cases students scored above the default performance measure, meeting or exceeding the institutional standards. On average, the number of students not meeting such standards, declined by 6.37% for the SLOs #1 and #2 between 2013 and 2016. SLO #3 showed an even bigger improvement between those two years (31.75%).

- SOC 110 data was collected at least once a year between 2013 and 2017 for all learning outcomes. In every one of those years the percentage of students that meet or excel the SLO standards is above the 70% benchmark.
- SOC 120 data was collected twice every year between 2014 and 2017 for all four student learning outcomes. Prior to that, data was collected once a year. As of our last assessment, all SLOs surpassed the 70% performance benchmark (81.8%, 83.3%, 74.1% and 76.9%)
- SOC 155 data was collected at least once a year between 2013 and 2017 for all four student learning outcomes. During the 2015-2016 and 2016-2017 school years, data was collected every semester. As of our last assessment, all SLOs surpassed the 70% performance benchmark.

SOC 160 has no available data. The course was finally offered for the first time on Fall 2017, but had to be cancelled due to low enrollment. We will offer it again during the 2018-2019 school year, and hope that with better promotion and communication with academic counselors, as well as a more desirable time-slot in which it is offered, the course will succeed.

SOC 106 is cross-listed as a sociology course, but has always been taught by Humans Services faculty. Assessment for this course shows that 100% of students showed adequate or superior knowledge of the course content that the SLOs assessed.

As the summary above shows, most students (consistently above 70%) show an adequate grasp of the material that is being taught and assessed.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

All core courses in the Sociology program are offered as distance learning (DL) class. These courses include:

- SOC 101: Introduction to Sociology
- SOC 102: Introduction to Social Problems
- SOC 104: Introduction to Social Science Research Methods
- SOC 110: Introduction to Marriage and the Family
- SOC 120: Introduction to Race and Ethnic Relations

Since the time of the last program review (2011-2012), the major challenge the Sociology program faced in regards to distance education was the transition from the Blackboard LMS to the Canvas LMS.