

# Los Angeles City College

## Art/Architecture Department

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### **Program Review Report Accreditation Theme – “Student Learning Outcomes”**

#### **Program Review Section IVc. Student Learning Outcomes and Assessment**

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

#### **GRAPHIC DESIGN:**

The graphic design program students need to perform critical thinking in the learning of specialized software designed for the graphic design industry. They must interpret the learned technology and concepts into creative projects and exercises in order to achieve goals in their chosen profession. This in turn results in new exploration into areas of personal and professional development. The goal for each student is to not only learn critical skills, but to also develop an aesthetic awareness and appreciation of graphic design images as they relate to the industry. This is accomplished through visual presentations of professional level graphic design images as well as web-based exercises surveying professional graphic design sites.

**Program Review Report  
Accreditation Theme – “Student Learning Outcomes”**

**Program Review Section IVc. Student Learning Outcomes and Assessment**

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Instructors have worked very closely with the Department Chair, SLO Coordinator and Curriculum Chair to ensure that the updates reflect a true description of course-level student learning outcomes.

Additionally, faculty have attended on campus SLO workshops.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

SLOs are in progress.

# Chemistry and Geophysical Sciences Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Course level SLO's have been identified for Chem 60/68 and for Chem 101. An embedded assessment question for Chem 60/68 was written and administered on all final examinations for Chem 60/68 in the Fall 2007 semester. Photocopies of the student responses were compiled. However, to this date the responses to the assessment have not been scored or analyzed. That said, now that the department has a better understanding of what an SLO is (and that they aren't going away!), we believe our current SLO's for Chem 60/68 and 101 to be too narrow and will develop SLO's which are broader in scope and usefulness.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

None as of yet as Chem 60/68 fall 2007 embedded assessment instrument needs to be coded and analyzed. Chem 101 has not yet been assessed.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Our existing course SLO's for Chem 60/68 and Chem 101 address the Information Competence and Mathematical Competency core competencies. The student needs to be able to read the verbal description of the problem and extract the synthesize the information needed to solve the problem. The students who do this successfully demonstrate Information Competency. Once the student accomplishes this, the information needs to be applied mathematically to arrive at a correct answer. Successful completion of this demonstrates Mathematical Competency.

Currently there is no program SLO for the Chemistry AS degree.

# Cinema/Television Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

None of the courses have been assessed as of yet. Cinema 1, 2, 3 and 4 will be done Fall 2008.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Not applicable as of yet

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

The Cinema and Television Department offers courses such as Cinematography, Editing Fundamentals, Digital Video Production, and Digital Audio Post-Production address core competencies in technological literacy by guiding students in the use of digital cameras and recorders and computer based digital editing software.

Courses including both Narrative and Documentary Film History, Script Writing for both cinema and television focus on the core competencies in written and oral communication, aesthetic awareness and appreciation as well as intercultural knowledge and exploration; discovering global issues revealed in the study of development of cinema as an emerging international art form with a specific visual language and cinema's literary base in the written word - storytelling. As in the industry, they “pitch” projects to classmates and instructors. Since our student body is international, they each bring insights and stories unique to their countries and cultures.

Television and Film Production, Direction, the Business of Motion Picture Production, Entertainment Industry Careers Below-the-Line, and our focus on the internship programs in Cooperative Education combine competencies in community participation, self assessment and growth, and interpersonal interaction students unite in interdependent production teams either in the television studio or on location all focusing on achieving the director's vision. Their path into the freelance industry job market is based on their ability to begin a “network” of industry contacts beginning with their fellow students in these classes and then extending into the industry. Students are encouraged to seek out internship positions in the industry as a link to the job market.

# English/ESL Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Our department has been developing its current Department Final Exam to correspond with assessment. The Department Final Exam is a standardized test in which the student responds to a question based on a reading in written form. The reading and questions varies in levels of difficulty, based on the Course Outcomes of each class level. The writing sample is graded by a group of faculty members from the department using a rubric in correspondence with the Student Learning Outcomes of each level to determine the writing sample as exemplary, acceptable or unacceptable. Each semester a group of faculty members develop the readings and questions of the Department Final Exam, and participating faculty are “normed” in grading the exam by the rubric through a holistic grading session. Participating members are selected randomly in each section and the exam is graded by several faculty instructors to determine the “normed” score. Each score is then recorded. While the rubric has always been in correspondence with the Student Learning Outcomes, it is being reformatted for Fall 2008 to a new rubric which will show a clearer assessment of the Student Learning Outcomes, sorting each score in categories of content, organization, diction, grammar, and mechanics. This change will show data of the strengths and weaknesses of the student’s writing.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Past data of the Department Final Exam has been collected to determine the advancement and preparation of students at each level to ensure that the student is able to perform at the next level, according to the Exit and Entry skills. [Data shows...]

Because of the large number of classes in each level, the Department Final Exam was limited to accommodate all levels. Now the Department Final Exam is being adjusted to include all sections from each level being assessed that semester so that a random sample can be selected at that level and evaluated in categories of organization, content, diction, grammar and mechanics. The rubric has recently been reformatted to correspond with the accepted student learning outcomes and be recorded in Fall 2008 based on the new rubric. More recent data should provide an even clearer assessment in areas in which the student is succeeding or needing improvement.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

Each level of English and ESL differ in areas and difficulties of the Core Competencies. In general, the courses have elements of each area.

In Area 1 students demonstrate their critical and creative thinking skills by reading, discussing and writing on materials and questions in the class. By participating in class discussions students develop their communication skills; through graded papers and exams students practice their writing skills. Students also use computers to research materials and compose their papers as well as to communicate with their instructors after office hours.

In Area 2, students develop intellectual curiosity through class discussions, creating and expressing clear arguments that will be beneficial at the university level and vital in daily activities outside of college. By reading texts, particularly literature, which focus on ethical issues and aesthetic awareness, students practice making informed decisions and understanding their own values and enjoyment in society.

In Area 3, students learn about their community and the diversity of that community by reading a variety of different texts, discussing the material with students from different backgrounds and writing papers that include arguments from many perspectives. As a result, they will be well aware of their sense of place and the many possibilities in the world.



# Family and Consumer Studies Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The Department has been active in learning about best practices in the development and assessment of Student Learning Outcomes. Several Department members have attended local, district-wide, and regional meetings on the topic. In the Spring of 2005 A "kick-off" activity for Student Learning Outcomes and Assessment at LACC for the District conducted by Mary Allen from California State University Bakersfield. Two department members attended this workshop and shared with the other department faculty. Faculties have attended the League for Innovations Learning, a National Conference and Strengthening Student Success, and Faculty Association for Community Colleges Statewide Conferences focusing on student learning and assessment.

In the fall 2006 the department piloted an SLO for one of their introductory courses, CD 1 as a practice in identification and assessment. Several meetings on what should be included, how best to assess, and discussion of the outcomes of the pilot project continued throughout the 2006-2007 program year. That same year one of the department members joined the Student Learning Outcome and Assessment Team and in Fall of 2007 one of the members joined the campus assessment pilot project. The Fall of 2007 two department members shared the pilot Assessment Story at the Department Chairs Opening Week Meeting with a PowerPoint and discussion presentation.

In the Fall of 2007 two courses were selected to be assessed in the department. One course was an introductory course CD 2 and one course was a more advanced practical course, CD 22. CD 2 has been through the complete assessment process. The course had three sections and using a randomizer program papers were selected to be used in the assessment. Four faculties participated in the reading and scoring into the rubric and the scores were put into eLumnen. A second session took place to evaluate the data and to discuss what might change in the courses to improve learning. Two of the faculty currently teaching the course spring '08 have already adapted their assignment sheet to improve clarity and have altered course instruction as a result of the assessment. The second course, CD 22 will be assessed using video tapes of students' presentations. It will be completed with a department team of four before the end of the semester. Another course, CD 35 will have an assessment Fall of 2008. The department is currently making plans for an assessment time line of all courses over a four year cycle.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

As noted above after conducting the assessment for CD 2, Early Childhood Principles and Practices, there was an additional meeting to discuss the data. The activity used to assess learning was a written observation of a preschool program in the community. Reviewing the data at the second meeting revealed that students strengths were in clearly describing what they observed and their weakest areas were in providing recommendations and in citing the textbook or class lectures to support their findings.

It was decided that students would be given smaller chunks of practice at this task (incorporating readings to support their comments) throughout the semester and that the observation assignment sheet itself would be slightly adapted to emphasize the usage of readings and lectures in supporting students premises. This is currently being implemented Spring 2008. Two department members shared the assessment process from start to finish at the eLumen pilot project meeting April, 2008.

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*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

In the last couple of years the Department has diligently updated their courses including Student Learning Outcomes, rubrics for assessment, and have connected the competencies of the courses to the campus core competencies. In addition we have worked to enhance cross discipline competencies by instituting programs such as Math tutoring for the Child Development Student (an academic gap for many of our students) and are currently negotiating with Math and English for cohort classes to assist Child Development Students in these subject areas.

We have carried on active inquiry discussions at the faculty-to-faculty level, department level, with adjunct faculty (at specially designed for adjunct meetings), and with our Community Advisory on ways to enhance learning in our courses and programs from a discipline specific content knowledge to the overall Core Competencies and corresponding measurable outcomes.

# Foreign Languages & Humanities Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

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The department is currently assessing Spanish 1 and Korean 1. Professor Morin and Professor Hong have attended the workshop "eLumen" during the Fall of '07. Professor Morin and Professor Chatel have attended all of the SLO workshops offered by Staff Development.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

The pilot program was started last semester. The department is not finished evaluating the results of the assessment and has not implemented any changes this semester.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

The department addresses the City Core Competencies in the following areas. These areas are the same in Humanities and Foreign Languages.

#### AREA 1:

1. Information Competency: Critical and Creative Thinking
2. Written and Oral Communication.

#### AREA 2:

1. Self Assessment and Growth.
2. Intellectual Engagement and Physical Wellness.
3. Ethical reasoning.
4. Aesthetic Awareness and Appreciation.

#### AREA 3:

1. Interpersonal Interaction and Community Participation.
2. Intercultural knowledge and exploration.
3. Discovering Global Issues.

**Program Review Report**  
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*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Some members of the department have had formal SLO training sponsored by the college. In addition, completed and approved SLOs have been distributed to faculty members for review. These two factors should provide the needed understanding of what needs to be part of the outcomes.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

No assessments have been done. They are scheduled in the near future.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

The SLOs that have been or will be developed will concentrate on work-product skills - practical application. Students will be given an assignment which they must research and evaluate and come up with the correct solution. They will then be required to communicate the solution either orally or in written form.

# Library Department

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Library faculty have been involved in the development and implementation of SLOs at LACC from the beginning. Rosalind Goddard and Andy Mezynski attended the district-wide meeting in Spring 2003 at Los Angeles Trade Tech College. Barbara Vasquez participated in the SLO Subcommittee on campus and attended a workshop on SLOs for the general library in March 2008. Analya Sater and Barbara Vasquez initiated inter-campus cooperation and collected SLO samples from other California community college libraries and shared our own ideas to help each other and have some kind of comparison. Andy Mezynski attended a number of meetings and workshops including Identifying SLO's (3/05 and 6/25/07), Assessing SLOs (6/28/07), and Working with Rubrics (7/9/07). Barbara Vasquez attended the campus workshop on Identifying SLOs (7/11/07) and two Illumen demonstrations. Rosalind Goddard attended Identifying SLO's (7/26/07), Working with Rubrics (7/30/07), and Assessing SLOs (8/6/07). SLOs were discussed at Library Department meetings, particular at six of the meetings from 2005 to 2007.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

An SLO for Library Science 102: Internet Research course was implemented and assessed in the Fall 2007 semester. The SLO states: Prepare an evaluative bibliography on a particular topic. The assessment of SLOs indicates that the instructor should put more emphasis on teaching how to evaluate and select scholarly Internet resources rather than on searching the Internet alone. Another change made after consulting the department chair and other colleagues was the addition of proprietary online databases to the course outline in order to introduce students to a rich source of scholarly documents available via Internet gateways (although not on the Web directly). Further assessment is planned and potential changes to SLOs are considered.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Library Science 102 addresses Information Competency, Creative Thinking, Technological Literacy, and Ethical Reasoning. Students learn to gather online information from subscription databases and the Internet and evaluate the articles and web sites. They use computers in a lab with the course in order to obtain the information. Plagiarism is discussed and then students learn how to do citations. This addresses ethical reasoning and giving authors' credit for resources used.

# Life Science Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Our department is in the process of developing SLOs for all of our courses. We have been in development for over 1 year and have been discussing them in many department meetings. Our work will come to fruition next month as all of our Title Vs will be updated and include SLOs for all our course offerings. All syllabi in the department will reflect those SLOs. We will begin assessments once the Title Vs have been fully approved and implemented, which will be no later than FALL 2008. In the FALL 2008 semester, we will commence our first round of assessments. Though it may seem that we are a bit behind in our SLO development, I think that is not really the case. If one considers that the life science department has had a 75% turn over in the middle of this last 6 year cycle (75% of the full-time faculty retired and were replaced with new probationary faculty) and we have had explosive growth without adequate support and still managed to improve student retention and success, it is amazing that the department had any time at all to contemplate the SLOs (which we did and will be set to complete soon).

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

We did not do any assessments yet.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

While our SLOs are still in the process of being completed, the department has discussed the core competencies. Our courses focus on Area 1 most of all and actually address and require all four major points in the area. Life science classes demand that students be able to gather information and critically evaluate data. They must present this data in both written and oral modes. They have to analyze data using statistics and often graph and display the data using various mathematical models. In this day and age, such data gathering and analysis would be virtually impossible without the use of computers and assorted scientific equipment and so our classes require technological competency as well. Hopefully, we inspire the students as well and Area 2 topics are addressed, especially intellectual engagement. Most of our courses also relate how human activities effect the environment and human health so Area 3 topics are covered as well, especially discovering global issues. Interpersonal interaction is also stressed as most of our courses have labs and require students to work together to collect, analyze, and present data. The department also has an environmental club which does various community awareness activities and thus encourages community participation.

# Learning Skills Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Under the direct leadership of the Departmental Curriculum Team-Joyce Allen, Chair, Robert Vangor, Carmen Ilano, Oni Adunni, and Ronald Glass--student learning outcomes have been identified, completed, submitted, and approved by the campus Curriculum Committee for all 53 parent and modular Learning Skills courses.

Various members of this team, particularly Joyce Allen, Robert Vangor, and Ronald Glass, have attended numerous on-campus SLO workshops and worked directly with the Teaching/Learning Center and Technical Review Committee to ensure SLO appropriateness for the course content.

Assessment of student learning outcomes for any Learning Skills course has not yet occurred; however, Learning Skills 40 participated in the assessment pilot project conducted during the 2007-2008 academic year. Results of this pilot are not yet available.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Because no assessment has been completed on any of the Center's courses, no changes or revisions have been implemented; however, the Departmental Curriculum Team is currently planning a timeline for conducting a pilot assessment on Learning Skills 1 - Reading Comprehension and Learning Skills 10 - Math Fundamentals during the 2008-2009 academic year.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

All 20 of the Learning Skills Center's courses directly support the college's core competency Area I: Essential Academic Skills.

#### Information Competency:

Learning Skills 1 - Reading Comprehension  
Learning Skills 3 - Vocabulary Development  
Learning Skills 24 - Theory & Practice of Tutoring  
Learning Skills 40, 41, and 42 - Basic Skills for the Learning Disabled  
Learning Skills 52, 53, 54, 55, 56, - GED Preparation

#### Written and Oral Communication:

Learning Skills 2 - English Fundamentals  
Learning Skill 4 - Spelling  
Learning Skills 7 - Writing Fundamentals  
Learning Skills 6 - Study Skills  
Learning Skills 8 - Resume Preparation & Job Search Skills

#### Mathematical Competency:

Learning Skills 9 - The Metric System  
Learning Skills 10 - Math Fundamentals  
Learning Skills 11 - Elementary Algebra  
Learning Skills 15 - Math Anxiety

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Members of the faculty have attended course level student learning outcomes training sessions during fall and spring semesters 2007 and 2008 respectively. We are in the process of incorporating the SLO plans into our course outlines. We expect to conduct our first assessments on classes scheduled for fall 2008. Within the department we have discussed implementation of SLO's and assigned responsibilities for development of SLO's for specific courses to individual faculty members.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Our first assessments of SLO's will be conducted in fall 2008.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Most of our SLO's focus on the basic academic skills group of core competencies. Spcifically: IC:CCT, WOC, MCQR and TL.

# Media Arts Department

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The department chair has participated in the Elumen pilot program. All full time photography faculty members and four adjunct photography faculty members worked together with Daryl Kinney to complete a primary assessment of the course level SLOs for Photography 28 at the end of spring semester 2008.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

The department still needs to analyze the assessment of Photography 28 before determining if any changes need to be made. It is unlikely that any changes will be made based on the initial interpretation of results which indicate success ratings of 79% for technical proficiency and 81% for aesthetic awareness.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

Because photography is a visual means of expression, virtually all photography courses incorporate Aesthetic Awareness and Appreciation. Because virtually all photography courses, except for photography 34, History of Photography, involve the actual production of visual work, either photographs or photo based works, and because students use professional cameras, darkroom facilities, studio accessories and computers, photography courses incorporate Technological Literacy as an essential academic skill. Since most photography classes involve shared darkrooms, laboratories and computer facilities, the students must be competent with interpersonal interaction and community participation.

# Music Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

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*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Three faculty members (Dan Wanner, Christine Gengaro, and Kevin Kelly) have attended SLO workshops as part of the Curriculum Committee. Christine Gengaro is part of the eLumen collaborative committee.

Course SLOs are developed with input from all instructors of the course and sub-discipline. SLOs and exit skills are discussed at each discipline meeting. These discipline meetings (piano, voice, early childhood music, guitar, etc.) occur every few semesters.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

None yet.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

Our program includes such courses as electronic music (technological literacy); music history and appreciation (written and oral communication, aesthetic awareness and appreciation); instrumental instruction and performance ensembles (interpersonal interaction and community participation; self assessment and growth); and multicultural music for early childhood education, African American Music and Asian Music (intercultural knowledge and exploration; discovering global issues), among many others.

As such, our program offers students the possibility to gain core competencies in each designated area.

# Nursing Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

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*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

All faculty met with SLO coordinator and were given instructional assistance for the development of SLOs. Because of clinical and classroom demands, only one faculty was able to attend SLO workshops. However, SLO review has been done during department meetings and all faculty are currently working on their respective curricula to more clearly define SLOs according to the standard matrix. All courses include student learning outcomes and objective and quantifiable evaluation criteria. The outcomes are delineated as course outcomes, clinical and theory outcomes.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

Information Competency:

The Associate Degree Registered Nursing (ADRN) program implements the Nursing Process as the foundation of nursing practice. The Nursing Process includes Assessment, Diagnosis (identification and labelling of problems/needs based upon the results of data gathering), Planning (developing a plan address identified problems), Intervention (putting the plan into action), Evaluation (assessing the results, outcomes, effects of the interventions).

The implementation of the Nursing Process demands critical thinking abilities and creative thinking. The Nursing Process further demands higher level thinking that includes data synthesis and analysis, which develop from knowledge and comprehension of theoretical material, followed by clinical application.

Competencies are assessed by student clinical performance, patient care plans, oral presentations of clinical and or research articles (individual and group), performance on essay and or objective exams that include fill in the blank, multiple choice, multiple multiples choice, anatomical site selection, concept maps, poster presentations (individual and group), performance on standardized assessment exams. All have specific performance criteria and grading rubrics.

Written and Oral Communication:

All students must complete written documentation of patient care in the medical record, develop daily care plans and complete exams and written assignments. Written assignments require APA format. All students must deliver oral patient reports to care providers prior to leaving the patient unit. All students complete oral case and or clinical presentations and provide patient education.

Technological Literacy:

All course documents and most assignments and testing are done via computer. All students must achieve functional competency to complete this program. In addition, most clinical facilities employ electronic patient records and documentation procedures that students are required to use.

Personal Growth and Development:

As part of their leadership course, all students are required to complete and submit a daily journal that reflects

self assessment, goals, knowledge, challenges, and professional goals. Journalling is also required in several other courses and encouraged throughout the curriculum.

Intellectual curiosity is inherent in the educational process for nurses. When knowledge and actions have a direct effect on human lives, the drive toward increased knowledge is self-sustaining. This is evidenced by their evolving level of student practice from novice to expert, from completely instructor dependent to interdependence to independence.

Nursing continues to hold the public's trust, and that includes nursing students and faculty. To that end, our faculty must be role models who demonstrate integrity, honesty, and ethical reasoning and practice. Students are expected to elevate their behaviors to embrace those professional standards in the delivery of competent, compassionate, and non-judgmental care. Evaluation criteria that address these behaviors are included in all courses throughout the curriculum and are also cited in the Student Handbook from the American Nurses' Association and the National Student Nurses' Association.

Interpersonal, Intercultural, Global Awareness:

Understanding, respect, and acceptance of cultural diversity is integral to this nursing program and the nursing profession as a whole. Every course addresses cultural diversity throughout the curriculum. Domestic and global social issues that affect the health of people are integrated in all courses. For example, domestic social policy and health policy and its effects on the health of society are discussed in beginning first semester classes. Global diseases such as HIV/AIDS are discussed later in that same semester. Bioterrorism and the physical, social, and psychological effects on world population is initially presented in first semester.

Perhaps an even greater impact and wholistic understanding of health and illness and societal influences comes from our students' involvement in community focused activities. All our students participate in volunteer work at homeless shelters, rescue missions, community health fairs and similar projects. These activities link our students to their community and stimulate a deeper understanding of human needs and how the profession of nursing might best address those needs.

# Philosophy Department

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*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Over the past several months the faculty has met to discuss the assessment component of the SLO process. We have decided to select a few exams (no more than 5 per class) from our introductory classes as a basis to start the process. Since we all teach introductory classes and yet cover different topics we should have a wide-range of essays dealing with different topics. The results of this assessment might suggest that certain topics be deleted or perhaps added to our classes. In addition, the very nature of the examination questions themselves, given they will be from four different instructors, might lead us to adopt certain questions for every class. The results remain to be seen, but we are very much interested in what we will find.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

None so far

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

Our department's SLOs address the core competencies in the following areas:

Critical thinking  
Written communication  
Development of intellectual curiosity  
Ethical reasoning  
Aesthetic awareness  
Intercultural knowledge

# Physics/Engineering Department

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### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The Physics/Engineering department faculty have dutifully taken a few of the Student Learning Outcome workshops offered by the college and dutifully added SLO's into their course outlines.

The department faculty have had a number of discussions over the past few years regarding SLO's and their implementation. Here is a brief summary of these discussions. First of all, the Physics/Engineering department faculty never really understood or bought into the need for including SLO's into the curriculum. Basically, SLO's seem like an idea of some high level government bureaucrat, who knows very little about education, but who wants to make sure teachers are doing something to earn their money. (For instance, it was several years after SLO's were first introduced on campus that the purpose of the SLO's (to improve teaching practices) was finally made clear to Mr. Dean Arvidson.) This goal of improving teaching methods and practices is certainly a laudable one, however the cookie cutter method of 'one size fits all' SLO implementation leaves something to be desired.

In other words, the Physics/Engineering department faculty members already are very engaged in evaluating and assessing their pedagogical methods and are always looking for ways to improve upon their teaching practices. For example, in the summer of 2005, all 4 full-time faculty members attended a week long workshop at the University of Oregon on 'Activity Based Physics'; the point of which is to engage the students more effectively during class with learning activities as opposed to lots of chalk and talk. The department faculty members have been implementing many of the methods learned in that workshop in their classes. So, requiring department faculty members to adhere to some prescribed student assessment scheme (other than what is already done) seems like an arbitrary, confining and ineffective way of getting the faculty members to self evaluate their teaching approaches.

[Given a little more time, this section might be rewritten to revise the tone of the statements...]

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

The Physics/Engineering department faculty regularly assess, evaluate and make changes to their pedagogy and teaching methods. Among other things, these changes include, implementing more in class discussion time, the retooling of approaches to teaching certain topics, the development of new (and retooling of existing) demonstration apparatus and laboratory experiments, the updating and rewriting of laboratory manuals to reflect current practice, the continual updating, and revision of homework assignments, tests and other written communications.

None of these changes have come about through the findings from the assessment of SLO's.

The next time the idea of improving teaching practices comes along, we recommend that the administration and those who attempt (no doubt with good intentions) to implement some approach, start by finding out what the faculty members and departments are already doing along those lines!!! In other words, why try to fix a situation that isn't broken!!! The Physics/Engineering department faculty have no recollection of ever being asked what they do to review and improve their teaching practices, nor was there an attempt to start such a conversation with the Physics/Engineering faculty.

[Given a little more time, this section might be rewritten to revise the tone of the statements...]

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

The question stated here does not really make sense. The Physics/Engineering department faculty understand SLO's to be a means of giving faculty members feedback on their teaching approaches. No? In other words, SLO's are a way to determine what students are actually learning in a class (compared with what a faculty member thinks the students are learning) thus providing faculty members a 'reality check', and perhaps leading to improved quality of teaching. This is a reasonable purpose, and if indeed it is the main purpose of SLO's then their alignment with core competencies is a secondary matter.

It is the entire course that should be aligned with one or more core competencies and indeed the Physics/Engineering courses all are aligned with several 'Area 1' core competencies. It turns out that the SLO's (as indicated in the course outlines) are also aligned with these core competencies.

# Psychology Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Currently student learning outcomes have been developed for 20 of our classes. We will be finishing the SLO's for all classes by summer 2008. Our first SLO department assessment is scheduled for Spring 2009 when department members will do a random sample of works from their classes to assess whether the departmental goals are being met.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Not applicable at this time.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

The following courses in the psychology department address information competency, critical and creative thinking by requiring students to submit papers or presentations- Psych 1, Psych 2, Psych 13, Psych 14, Psych 41, Psych 52, Psych 60, Psych 63, Psych 64, Psych 65, Psych 66, Psych 67, and Psych 68

Technological Literacy is addressed in the course Psychology 27 by showing students a variety of computer resources available for use in the field of Human Services.

Psychology 3 and Psych 43 are courses that are designed to help students in the area of personal growth and development in that both classes offer an extensive amount of experiential activities and require lots of personal reflection.

The courses of 81-86 and Psych 45 are devoted to the core competency of ethical reasoning as students are schooled in the areas of ethics in the Human Services field.

Finally, the entire Human Services Curriculum is devoted to helping students reach their educational requirements in order to help others. Psych 43, 3 and Psych 81-86 are all specifically geared to aid in interpersonal interaction, global awareness, and cultural appreciation

# Radiologic Technology Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The faculty in conjunction with the medical advisors at the hospital have assessed requirements for incoming entry level radiographers and developed or revised SLO's for the program.

The JRCERT has developed "SLO" type learning competencies which are used in conjunction with the development of SLO's for the Radiology program at the school.

The newly developed forms are used to assess the students in their "course level" performance of laboratory objectives.

Ms. Finney attended a workshop on developing SLO's.

Mr. Radtke watched a video supplied by the JRCERT on the development of learning competencies.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

RT 102 - SLO developed for digital radiography

RT 103 and RT 104 - SLO developed for new positioning labs and clinical competency documents

RT 106 - SLO developed for digital radiography, lab experiments and Computed Tomography

RT 160 - SLO developed for orientation to x-ray equipment and hospital orientation.

RT 180 - SLO developed for orientation to x-ray equipment and performing clinical competencies.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Area 1: Essential Academic Skills

Information Competency: Critical and Creative Thinking

1. Learners are given hypothetical and real patient charts to read in order to determine which radiologic procedure and positioning is required to demonstrate the appropriate pathological condition.
2. Learners are required to evaluate a patient size and disease condition and then calculate the appropriate amount of radiation to expose the image receptor to produce a diagnostic radiograph.

Written and Oral Communication:

1. Learners are required to talk to their "simulated" and "real" patients to obtain a history and enter appropriate data in the patient's chart. They are also required to explain examination preparation instructions and the procedure itself.
2. Students are required to give a "class talk" over some aspect of diagnostic imaging or pathological condition
3. Learners are required to complete laboratory experiments in both written and oral reports.
4. Students must be able to read and write medical terminology as it applies to hospital and radiology services

Mathematical Competency/Quantitative Reasoning

1. Learners need to perform calculations in the following areas:
  - (a) Electronic circuits and Ohm's law

- (b) Radiation production: KVP, mAs, Photographic Effect
- (c) Grid mathematics
- (d) Factor changes in radiographic technic
- (e) Radiation protection problems using inverse square law, and linear and mass attenuation coefficients
- (f) Students are required to graph Half Value Layers for Aluminum filtration
- (g) Using simulated data tables students review patient charts the show patient vital signs (temperature, blood pressure respirations, etc.) to determine changes in the patients condition.

#### Technological Literacy

- (a) Learners use computers to review CD's related to radiology positioning and anatomy.
- (b) Students learn basic concepts and advanced theory of computers through the study of digital radiography, Computed Tomography and Picture Archival Computer Systems (PACs) as well as operation of the Hospital Information System (HIS) and Radiology Information System (RIS) programing.

#### Area2: PERSONAL GROWTH AND DEVELOPMENT

- (a) Self assessment and Growth: the student is introduced to the many options and careers available in allied health technology. There is an emphasis on the medical imaging and radiation therapy where the pros and cons of each modality are addressed in RT 100. In other classes (RT 160 and RT 180)the student is allowed to rotate into other imaging and therapy areas for a minimum of two weeks where they can get a "hands on" feeling if this is something they wish to pursue.
- (b)The student is evaluated by hospital staff in a written format whereby observations about their enthusiasm for the field and professionalism is discussed.

#### Intellectual Engagement and Physical Wellness:

- (a) Students are encouraged to explore other areas of medical imaging such as: MRI, Ultrasound, Nuclear medicine, Computed tomography, Interventional radiography, mammography,sales, administration, radiation therapy and teaching. Many students have continued their careers in these areas.
- (b) The radiology program has articulation agreements with two 4 year universities (Loma Linda University and Charles Drew University) for students to pursue a BS degree or perform research.
- (c) As a health care provider the students are encouraged to pursue a healthy lifestyle as an example to thier patients. In addition, the students are required to get a physical exam from a doctor once they've been accepted into the radiology program and again when they start their clinical training.

#### Ethical Reasoning:

- (a) Learners exposed to a variety of ethical situations in regards to dealing with situations in the classroom (simulated ethical problems regarding confidentiality, sexual and work related harassment and stealing) and in real life during thier clinical training in the hospital.

(b) The students are exposed to conflicts situations that arise between thier classmates, hospital employees, patients and patient families.

(c) In their clinical orientation the students are formally reminded about the "ethics" and "medicolegal" issues that can arise in a real life situaltion and the consequences of the decisions that they make.

#### Aesthetic Awareness and Appreciation:

(a)Learners are exposed to the wonders of radiographic imaging with a variety of modalities and can appreciate the human body in both wellness and sickness.

(b) The students will appreciate the multimillion dollar equipment they will be working with as well as the images of the body created by their instruments.

#### Area 3: INTERPERSONAL/INTERCULTURAL/GLOBAL AWARENESS

(a) The learner is taught teamwork in the classroom and hospital when they learn to work with their classmates and colleagues in the hospital. In addition the student will learn to work with other hospital departments in the care of the patient.

(b) While working the hospital the learner will recognize that their contribution to the patient's diagnosis and treatment is essential and that they are an important member of the health care team.

(c) The student will understand that by producing diagnostic quality images through a variety of modalities they contribute to society as a whole. They help by discovering diseases that could be contagious and affect others as well as indivuals and families whose loved ones require treatment and therapy to save their lives.

#### Intercultural Knowledge and Exploration

(a)The learner will be exposed to different cultures, races, creeds, sexual orientation and religions during their experience in the classroom and in the hospital. The diverse population serviced by Los Angeles City College and the affiliate hospitals require the student to be sensitive and compassionate in serving the community. They will learn to be objective in their dealings with the community and not allow thier own personal beliefs or experiences to affect their care of the patient.

#### Discovering Global Issues

(a) The learner will be working with a diverse global population and will see diseases not commonly found in the United States.

(b) By observing regional and global situations the student will understand how world travel, illegal and legal immigration can bring in patients or exposed populations to a variety of disease causing organisms.

(c) In addition, the student will be dealing with new technologies, health theories, and presentations from health care professionals from all over the world

# Speech Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The department has developed course-level student learning outcomes for conducting assessment consistency in Public Speaking and in ESL Speech courses. In Speech 101, instructors are evaluating student achievement using departmental-designed critique forms in the textbook which reflect desired SLO's. In ESL Speech, instructors are evaluating students based upon curricular mandates that are reflected in SLO's at each level. These evaluative processes will provide more valid, accurate, and reliable results in assessment.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Our SLOs for all courses will include the core competencies of Information Competency, Written and Oral Communication, Ethical Reasoning, Interpersonal Interaction, and Community Participation. Our new course in Communicating Across Cultures will integrate Intercultural Knowledge and Exploration and Discovering Global issues. These two issues are addressed in all of our Speech ESL classes as well. In addition, our speech lab and Speech ESL classes include Technology Literacy.

# Social Science Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The Social Science Department has not implemented an assessment plan. However, many department courses have identified SLOs in their Title V updates.

Department faculty have discussed SLOs at the course level in the last year, 2006-07. The discussions centered on how to develop SLOs in a multi-disciplinary department where courses have various discipline methodologies.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

SLOs in the courses are aligned to the following Core Competencies:

Information Competency, Written and Oral Communication, Intercultural knowledge and exploration, and discovering global issues.

# Theater Arts Department

## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Fred Fate, Kevin Morrissey, and Diane Sisko have been to SLO workshops. Fred worked with Darryl Kinney to come up with unique strategies that would work for the Theater Department and its Academy. In turn, Fred worked with faculty who were responsible in updating courses to meet Title V requirements. Discussions regarding SLOs took place on a number of occasions with Fred attempting to clarify the point for each of the instructors working on the course update(s).

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

As most of the courses that were updated were approved last September, meetings have yet to take place to clarify for teachers teaching classes in the department, that there are new end-of-the semester requirement regarding SLO. The chair will be making arrangements to sit in on the finals of most of these classes.

The Academy acting classes had been holding group finals already, thus SLOs have already been implemented.

*Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?*

The Theater Department, both being academic and vocational at the same time, is in a unique position to assess Student Learning Outcomes through its study of world drama and the analysis of it’s dramatic structure through the course of the semester. That literature is then often broken down into a performance of scene, depending upon the course. Rehearsals requires a demonstration of one’s ability to synthesize thoughts, think critically in terms of knowing how to put together a character, work with others as an ensemble community while recognizing and appreciating each other’s individuality. The discussions that occur among the cast members and the director (teacher) are on-going. “Knowing thyself” in order to put on the accoutrements of another character demands insight, clear understanding of the human condition, and a willingness to search for justifications as to decision that would be made by the character. Trust is developed through the rehearsal processes and into performance among the entire group. Each member of the cast is beholden to the other members. Terminologies that were learned in the classroom are incorporated into the rehearsal/performance process. The group works together in strategizing ways to overcome a myriad of issues that develop over the course of the preparation phase of the work. To develop an understanding of how to communicate to an audience with specificity and clarity demands a moment-by-moment evaluation of one’s methods of communication.

Although the costumer and theatre technician may work differently in terms of individual responsibilities in working on a production, academic skills will be required to analyze the objects and then work out a scheduling plan that will afford time to overcome obstacles by working with one’s self or collaborating with others as a team. Critical and creative thinking becomes an ongoing process for the student. The end result of the preparation journey is a performance that is understood and embraced by an audience. The close proximity in which all students of the Academy lends itself well to the group dynamic in overcoming individual goals that support the overall aesthetic being presented to an audience.

# Physical Education (Women's) Department

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## Program Review Report Accreditation Theme – “Student Learning Outcomes”

### Program Review Section IVc. Student Learning Outcomes and Assessment

*Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

Has not yet been done. The Physical Education Discipline Committee is developing SLOs for similar courses offered at the district campuses so that there is a consistency of assessment.

*Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

Has not yet been done.

*Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?*

Has not yet been done.