

CMC Student Learning Outcomes (SLOs) And Core Competencies

The following SLOs have been developed at CMC over the past year. The first several pages are from Flex activities – and the remaining resulted from program reviews. The most effective SLOs state overarching goals for a course or program and provide assessment criteria. CMC's five adopted Core Competencies are located at the bottom of this document. Where it is reasonable to do so, course and program outcomes are aligned with CMC's Core Competencies: Communication Skills, Critical Thinking Skills, Ethics, Personal Development, Information Competency.

CMC SLOs from Flex Activities:

Administration of Justice 5A: Multicultural Issues

- At the conclusion of this course the student will have a better understanding of major cultural groups in California and their role in the Justice System and the effects the Justice System has had on the specific groups. This objective will be evaluated by multiple choice and essay examinations as well as non-computational problem solving.

American Sign Language

- Demonstrate finger spelling. Criteria – Performance will be satisfactory when learner writes words as instructor finger spells them. Competence will be demonstrated by signing in class, writing the concept presented by instructor in English format, and by articulating the concept presented by instructor in an English format

Art

- Demonstrate knowledge of the principal inventions, movements, and influences which have contributed to the work of photographic artists of the nineteenth and twentieth centuries.
- Analyze a work of art and in doing so be able to give evidence of the awareness of related materials and historical antecedence.

Composition

- Students will demonstrate use of reference materials by writing a “works cited” page.
- Students who complete this course with a passing grade will be able to demonstrate familiarity (through examinations, papers and assignments) with writing processes

- Read, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials.

Creative Writing

- Students will articulate a thorough understanding of academic integrity as applied to citing sources, avoiding plagiarism, and nurturing a general respect for academic integrity. Satisfaction of this outcome will be demonstrated through participation in library workshops, examinations that detail patterns of plagiarism, and the successful evaluation of a range of websites.
- Utilize Writing as a Process to move a piece from conception to completion: pre-write, draft, revise, and edit poetry and prose, demonstrating an understanding of the inter-relationship of writer, audience, purpose, and genre. This will be demonstrated by some or all of the following: multiple drafts; submittal of at least 3 short stories or 12 poems during the semester, and at least one final piece of creative writing (1 additional short story or 4 additional poems) submitted for consideration to the college literary magazine, *Howl*.
- Critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in your own creative composition and in the work of others. This will be demonstrated by some or all of the following: participation in structured peer review workshops, short responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned readings and obtained creative materials.

Health Science

- Correctly define, spell and pronounce medical terminology pertinent to body structure. Identify body landmarks, planes and cavities. Correctly define directional and positional terms.
- Demonstrate ability to spell, define pronounce and accurately use medical terminology pertinent to each body system.

Literature

- Students who complete this course with a passing grade will be able to compose scholarly essays that utilize standard discourse conventions to analyze and explicate literary works.

- Students who complete this course with a passing grade will have demonstrated familiarity (through examinations, papers and assignments) with a range of literary genres, including plays, short stories and poems.

Mathematics

- Apply elementary algebra concepts to model real-life situations using formulas, table of values, equations and/or graphs.
- Simplify algebraic expressions and solve linear, square root, quadratic and polynomial equations and inequalities.
- Simplify, combine and factor polynomial expressions and solve polynomial equations and inequalities.

Reading

- Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills.
- Students will demonstrate effective communication skills by responding to passages using a dictionary and the context, as well as distinguishing main ideas from supporting details.
- Students will demonstrate critical thinking skills leading toward an essay from small group brainstorm, synthesis of ideas, and logical presentation.

CMC SLOs resulting from Program Reviews

Administration of Justice Student Learning Outcomes Assessment Form

Administration of Justice Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Administration of Justice Student Success	Census to completion of the course enrollment.	Completion of 73%. This is above an expected 60% completion rate.	This result seems good but an assessment needs to be completed to determine the cause for student not completing.
	Student Success % of	12.35% attrition.	This issue needs data on an

Administration of Justice Student Attrition	Census Enrollment exceeds 87.65%.		regular basis to help assess the viability of the program and students being able to complete.
Administration of Justice Course Average GPA	Average Course GPA is exceeding 2.0.	Average is 3.34 which is high for a program.	Evaluate if the high rate is due to high student motivation or grade inflation. Further assess needs to be done to look at these issues.

Anatomy and Physiology

Goal 1

Students will learn the fundamental principles governing the biological world, while developing problem-solving skills.

Objective 1

- Students will understand the general principles of biology. They will compare, contrast and predict physical and biological properties based on anatomical structuring and physiological functioning.

Objective 2

- Students will demonstrate the ability to understand and solve anatomical and physiological problems.

Objective 3

- Students will demonstrate a knowledge of common principles of anatomy and physiology. Students will apply these principles to living systems.

Goal 2

Students will gain experience in a variety of laboratory techniques to safely conduct physiological experiments and anatomical dissections.

Objective 1

- Students will be able to, as a group, perform experiments or dissections, and interpret experimental results where necessary.

Objective 2

- Students will demonstrate knowledge of proper use of modern instrumental techniques.

Objective 3

- Students will be able to design an experimental procedure in physiology.

Objective 4

- Students will observe safe practices in the laboratory and will know how to respond in an emergency. Students will learn to gather hazardous materials information and will recognize and respond properly to potential hazards of handling chemicals and chemically preserved specimens.

Goal 3

Students will develop and utilize effective computer, written and oral communication skills in a scientific setting.

Objective 1

- Students will communicate critical analysis of scientific information through written reports and laboratory notebooks.

Objective 2

- Students will effectively communicate scientific information through oral presentations.

Objective 3

- Students will use computer technology to gather, process, analyze, and present chemical data.

Objective 4

- Students will use biological literature and computer resources to gather research information.

Goal 4

Students will demonstrate a broad understanding of anatomy and physiology as important sciences.

Objective 1

- Students will demonstrate a broad knowledge of anatomy and physiology as sub-disciplines of biology.

Objective 2

- Students will be able to apply their biological knowledge to solve interdisciplinary problems in other areas of anatomy and physiology.

Objective 3

- Students will recognize the role of anatomy and physiology in real-world issues.

Art

SLOs for CMC Art Dept.

- 1) At the successful completion of any studio art class, students will be able to verbalize their critical assessment of creative artworks made by themselves, other students, and by recognized masters. This will be demonstrated by a command and use of the particular vocabulary of visual art and by all opinions being supported by informed observations and factual analysis of the form plus content of the work in question. E.G. It is not acceptable to say just simply "I like it", or conversely "I don't care for it". By way of example the critique approach we want students to learn in all art classes is to substantiate all opinions offered. Again, as an example to clarify what we are looking for in students; "I respond with enthusiasm to this artwork because I see how the dynamic composition engages my attention and the split complementary color scheme creates a vivid and enticing color palette that I continue to enjoy looking at." On the constructive criticism side students could say for example; "In my opinion this artwork could be even stronger. Perhaps the work would be more successful by cropping out

distracting elements from the composition, making the references to Pop art more emphatic, and adjusting the color scheme into something more startling. You might try to add some acidic lime green to make the work louder.”

- 2) A second SLO at a program level is to have students be able to place both new and old art works in historical context. This includes at least 2 aspects. The first is to have an understanding of the historic development of both western and world art. Even in non art history classes this historical awareness will be brought to the class material and the concept of doing ongoing research into the historical styles, movements and influential artists will be reinforced. The second aspect is to be sure students understand the current contemporary trends and that they understand the theoretical underpinnings of our current post modern period.

- 3) For Art 31, Digital Photography. Students who successfully complete this class will have a thorough understanding of the creative use of reciprocity to pre-visualize the kind of image they would like to make by using their cameras in an informed manner. Thus, through the manual selection of appropriate shutter speed, aperture, ISO, white balance, and focal length, these students will demonstrate command of their cameras and in doing so can now call themselves “photographers”. Students will understand that they are the ones who are controlling depth of field, motion stopping or blurring, tonal range, and the use of perspective in pictorial space.

Automotive Technology

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Automotive Technology Student Success	Census to completion of the course enrollment.	Completion rates range from 100% to 40%. Strive to have all students complete at a “C” or better.	Further evaluation need to be given to see what is happening in AUTO 35 and 44. One explanation is these are 5 unit courses which have 3 hours of lecture and 6 units of lab usually over 2 nights; that is a very hard load for someone who works during the day.
Automotive Technology Student Attrition	Success census minus success day 1	The numbers in attrition are not real high but may reflect a high attrition since the numbers are small to start.	Continued looking at the data to see the reason students do not complete to course.
Automotive	Students complete	The average GPA across	The technical skills are at an

General journal entries							5, 6, 7, 16, 17						
General ledger postings with references							11, 12, 15, 18, 20						
Complete a trial balance and worksheet							34						
Journalize and post adjusting and closing entries							21-25, 26-32						
Prepare an income statement, equity statement and balance sheet	X						2, 4, 9, 14						
Prepare a post-closing trial balance							33						
Reversing entries													
C. Special applications						X							
Petty Cash							35						
Bank Reconciliation							36						
Combination journal (modified cash basis) and postings							38						
Prepare payroll journal entries for employees and the employer							37						
Identify proprietorship, partnership and corporate forms of ownership													
Sales and collections													
Purchases and payments													
Special journals and subsidiary ledgers													
Voucher system													
Complete an accounting cycle for a merchandiser													
Complete classified financial statements for a merchandiser													
Accounts receivable and bad debt expense													
Notes receivable													

Managerial Accounting														
Interpret and use data to plan and control operations														
Compare and contrast financial and managerial accounting														
Define and identify costs by behavior														
Prepare job-order costing analysis and journal entries														
Prepare process costing analysis and journal entries														
Prepare contribution margin income statements														
Utilize cost-volume-profit analysis in budgeting														
Utilize ABC (activity based accounting) to apply overhead														
Prepare a comprehensive budget														
Utilize standard costing for materials, labor and overhead														
Prepare segment reports														
Identify and utilize relevant costs and ethical considerations for decision making														
Prepare and defend capital budgeting decisions														
Identify and utilize relevant costs and ethical considerations for decision making														
Prepare and defend capital budgeting decisions														

Business Administration 1

Specific learning objectives are given at the beginning of each chapter. After completing this course, the student will be able to:

- account for sales and collections
- account for purchases and payments
- apply a voucher system to payables
- complete an accounting cycle for a merchandiser
- prepare classified financial statements for a merchandiser
- account for receivables and bad debts
- account for inventory under GAAP
- account for long-term assets, trades, and disposals

Business Administration 2

Upon completion of this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:

- Account for partnership admission, profit sharing and liquidation
- Account for corporate equity
- Account for corporate earnings and distributions including related disclosures
- Prepare direct and indirect cash flow statements under GAAP
- Account for long-term corporate debt, applying present value techniques
- Analyze financial statements using horizontal, vertical and ratio analysis
- Prepare departmental reports
- Record all journal entries related to a job order costing system
- Prepare a manufacturing worksheet, adjusting and closing journal entries, and financials

Business Administration 66

COURSE OUTCOMES — Upon completion of this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:

- Identify and interpret supporting documents
- Record routine asset, liability, equity, revenue, expense and payroll transactions in the
- General Journal using accrual accounting
 - Post transactions to the general ledger using appropriate posting references
 - Prepare a trial balance and complete a worksheet
 - Journalize adjusting and closing entries
 - Prepare a post closing trial balance
 - Prepare a balance sheet, income statement and equity statement in good form
 - Prepare supplemental disclosures where applicable
- Reconcile a bank statement to the general ledger cash account

Business Administration 6

COURSE OUTCOMES — Upon completion of this course, students will be able to:

- Compare and contrast financial vs. managerial accounting
- Define and identify costs by behavior
- Prepare job order costing analysis and journal entries
- Prepare process costing analysis and journal entries
- Prepare contribution margin financial statements -
- Utilize cost-volume-profit analysis in budgeting
- Utilize ABC (Activity Based Costing) for applying overhead
- Prepare a comprehensive budget
- Utilize standard costing for materials, labor and overhead
- Prepare segment reports and probability analysis
- Identify and utilize relevant costs and ethical considerations for decision making
- Prepare and defend capital budgeting decisions

Communication/English/Reading

Core Competency	Program elements that contribute to/teach the Core Competencies
Communication Skills	<ul style="list-style-type: none"> • (Reading) Students will demonstrate effective communication skills by responding to passages using a dictionary and the context, as well as distinguishing main ideas from supporting details. • (All Communication Courses) Students will demonstrate critical thinking skills in small group brainstorming and discussion. • (Composition) Students will demonstrate use of reference materials by writing a works cited page. • (Composition) Students will demonstrate mastery of mechanics through peer review. • (Poetry) Students who have successfully completed this course will be able to employ textual and thematic approaches in term papers, examinations, and group discussions to explicate and analyze poetry • (Literature) Students who complete this course with a passing grade will be able to compose scholarly essays that utilize standard discourse conventions to analyze and explicate literary works.
Critical Thinking Skills	<ul style="list-style-type: none"> • (Reading) Students will demonstrate critical thinking skills leading toward an essay from small group brainstorms, synthesis of ideas, and logical presentation. • (Reading) Students will be able to highlight the extract important concepts of reading material using Kurzweil 3000 tools. Students completing instructor prepared assignments. • (Reading) Students will demonstrate critical thinking skills by identifying the author's argument, purpose, and tone; making

	<p>inferences; discriminating between fact and opinion; and identifying relationships and transitions.</p> <ul style="list-style-type: none"> • (All Communication Courses) Students will demonstrate critical thinking skills while respecting others' ideas.
Ethics	<ul style="list-style-type: none"> • (Creative Writing) Students will articulate a thorough understanding of academic integrity as applied to citing sources, avoiding plagiarism, and nurturing a general respect for academic integrity. Satisfaction of this outcome will be demonstrated through participation in library workshops, examinations that detail patterns of plagiarism, and the successful evaluation of a range of websites.
Personal Development	<ul style="list-style-type: none"> • (All Communication Courses) Students will demonstrate thinking skills by participation in small group as evidence of cooperation and tolerance. • (Composition) Students who complete this course with a passing grade will be able to demonstrate familiarity (through examinations, papers and assignments) with writing processes • (Composition) Students will demonstrate mastery of mechanics by helping others. • (Reading) Students will be able to highlight and extract important concepts of reading material using Kurzweil 300 tools. Students will demonstrate by independently completing instructor prepared assignments.
Information Competency	<ul style="list-style-type: none"> • (Reading) Students will demonstrate informational competency by reading actively and adjusting reading rate to material. • (All Communication Courses) Students will be able to conduct both primary and secondary document research (incorporating technological and library resources) applied to any one of the course objectives • (All Communication Courses) Students will demonstrate use of reference materials in a computer generated research paper. • (Literature) Students who complete this course with a passing grade will have demonstrated knowledge of how to locate, interpret and use materials from sources, both print and electronic, to compose a standard MLA formatted term paper that explicates and analyzes works of literature; • (Literature) Students who complete this course with a passing grade will have demonstrated familiarity (through examinations, papers and assignments) with a range of literary genres, including plays, short stories and poems.

Student Learning Outcomes: *Upon successful completion of this course, you should be able to*

1. **Read**, analyse, interpret, and critically evaluate college-level works of substantive literary merit fluently. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material.
2. **Write:** Use Writing as a Process: Prewrite, draft, revise, and edit expository, analytical, and argumentative/persuasive essays and papers, demonstrating an understanding of the inter-relationship of writer, audience, and purpose and using writing as a means of learning and understanding; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: participation in peer editing workshops; multiple drafts; submittal of at least 3 comprehensive final draft essays, using Standard Written English; short essay responses to assigned reading and visual materials.
3. **Think critically** by analyzing essays to identify structural, logical, and thematic relationships; by synthesizing ideas; by drawing sound conclusions from data in a variety of forms; by evaluating essays on the basis of formulated criteria; by recognizing logical fallacies; by avoiding logical fallacies in your own writing. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material, submittal of at least 3 comprehensive final draft essays.
4. Select and use **Research** information from a variety of primary and secondary sources, incorporating methods of summary, paraphrase, quotation, interpretation, and attribution and outside research documentation to substantiate written opinions and evaluations in correct MLA or APA format. This will be demonstrated by attendance at scheduled Research and Library Skills Workshops and incorporating correctly formatted outside research in 3 comprehensive final draft essays of 1,000-1,500 words.

2. English 3A.5205 – Environmental Emphasis:

Student Learning Outcomes: *Upon successful completion of this course, you should be able to*

1. **Read**, analyse, interpret, and critically evaluate college-level works of substantive literary merit fluently. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material.

2. **Write:** Use Writing as a Process: Prewrite, draft, revise, and edit expository, analytical, and argumentative/persuasive essays and papers, demonstrating an understanding of the inter-relationship of writer, audience, and purpose and using writing as a means of learning and understanding; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: participation in peer editing workshops; multiple drafts; submittal of at least 3 comprehensive final draft essays, using Standard Written English; short essay responses to assigned reading and visual materials.

3. **Think critically** by analyzing essays to identify structural, logical, and thematic relationships; by synthesizing ideas; by drawing sound conclusions from data in a variety of forms; by evaluating essays on the basis of formulated criteria; by recognizing logical fallacies; by avoiding logical fallacies in your own writing. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material, submittal of at least 3 comprehensive final draft essays.

4. Select and use **Research** information from a variety of primary and secondary sources, incorporating methods of summary, paraphrase, quotation, interpretation, and attribution and outside research documentation to substantiate written opinions and evaluations in correct MLA or APA format. This will be demonstrated by attendance at scheduled Research and Library Skills Workshops and incorporating correctly formatted outside research in 3 comprehensive final draft essays of 1,000-1,500 words.

5. **Appreciate** the necessity of conserving and sustaining our natural environment for the ethical and ecological well-being and integrity of our planet and for the health and continuance of future generations of all animals, including humans. This will be demonstrated by submitting 2 comprehensive final draft essays of 1,000 to 1,500 words, focused on an environmental issue, and by short essay responses to assigned reading and visual materials, short quizzes, and a mid-term exam on supplemental reading material.

3. English 50.5218 and 5219:

Student Learning Outcomes: *Upon successful completion of this course, you should be able to*

1. **Read**, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials.

2. **Write** unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Prewrite, draft, revise, and edit narrative, expository, and

argumentative/persuasive paragraphs and short essays and papers, demonstrating an understanding of topic sentences and thesis statements, audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.

3. Recognize and utilize Standard Written American English **grammar, syntax, punctuation, and mechanics**; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam, participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.

4. English 5A and 5B – Creative Writing:

Student Learning Outcomes: *Upon successful completion of this course, you should be able to*

1. **Read:** Analyse, interpret, discuss, and critically evaluate college-level creative works of substantive literary merit fluently. This will be demonstrated by some or all of the following: short essay responses to assigned readings and visual materials, short quizzes, and oral presentations and formal discussions of assigned readings and obtained creative materials.

2. **Write:** Utilize Writing as a Process to move a piece from conception to completion: Prewrite, draft, revise, and edit poetry and prose, demonstrating an understanding of the inter-relationship of writer, audience, purpose, and genre. This will be demonstrated by some or all of the following: multiple drafts; submittal of at least 3 short stories or 12 poems during the semester, and at least one final piece of creative writing (1 additional short story or 4 additional poems) submitted for consideration to the college literary magazine, *Howl*.

3. **Respond:** Critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in your own creative composition and in the work of others. This will be demonstrated by some or all of the following: participation in structured peer review workshops, short responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned readings and obtained creative materials.

American Literature ENG 10 A

Students who complete this course with a passing grade will have demonstrated:

- an appropriate understanding of academic integrity as applied to citing sources and avoiding plagiarism;
- knowledge of how to locate, interpret and use materials from sources, both print and electronic, to compose a standard MLA formatted term paper that explicates and analyzes works of literature;
- the necessary skills to discuss works of literature utilizing literary terms that are common to such scholarly discourse;
- familiarity (through examinations, papers and assignments) with a range of literary genres, including plays, short stories and poems.

Early childhood Education Student Learning Outcomes Assessment Form

As we develop and assess Student Learning Outcomes (SLOs) at the course and program levels, we should remember that they are measurable outcomes that should be accompanied by an assessment plan. The results of assessments provide meaningful information that should be incorporated into the program review.

First, if your program and/or courses have results from asessed outcomes, that information should be included as part of your Program Review. Secondly, as a college we are working on training one another and helping each other to implement and assess SLOs in our courses and programs. Program areas will have varied levels of SLO implementation. The uses of this form may vary according to individual program and course implementation of SLOs.

Administration of Justice Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Early Childhood Education Student Success	Census to completion of the course enrollment. Have faculty in the area address methods of assessment.	Completion of 75%. This is above an expected 60% completion rate.	This result seems good but an assessment needs to be competed to determine the cause for student not completing.
Early Childhood Education Student Attrition	Have instructors begin talking about student attrition		This issue needs data on an regular basis to help assess the viability of the program and students being able to complete.

Early Childhood Education Course Average GPA	Have instructors address the issue of Higher GPA.	Average is 3.23 which is high for a program.	Evaluate if the high rate is due to high student motivation or grade inflation. Further assess needs to be done to look at these issues.

Fire Technology Student Learning Outcomes Assessment Form

Fire Technology Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Fire Technology Student Success	Census to completion of the course enrollment.	Completion of 73%. This is above an expected 60% completion rate.	This result seems good but an assessment needs to be completed to determine the cause for student not completing.
Fire Technology Student Attrition	Student Success % of Census Enrollment exceeds 87.65%.	12.35% attrition.	This issue needs data on a regular basis to help assess the viability of the program and students being able to complete.
Fire Technology Course Average GPA	Average Course GPA is exceeding 2.0.	Average is 3.34 which is high for a program.	Evaluate if the high rate is due to high student motivation or grade inflation. Further assess needs to be done to look at these issues.

Health

HHA Program - Student Learning Outcomes Assessment 2008-09

Course and/or Program Outcomes Students will:	Assessment Methodology	Results**	Commentary/Work Plan
Caring: Demonstrate	Assessed as observed	FA06 66%	Results <60% are d/t

empathy and concern for the client's comfort and well-being; respect the client's lifestyle, personal beliefs, environment, and personal property; Recognize the importance of the client's family, caregivers, and other relationships.	behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	SP07 100% SP08 60%	students that dropped from course for personal reasons, not academic failure.
Critical Thinking/Problem Solving: When given a problem or situation, identify and collect relevant information and collaborate with others to address the situation.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Team Building: Interact effectively with members of the health care team, family, or others involved in the care of the client, demonstrating accountability and loyalty to the team.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Ethics: Demonstrate honesty, confidentiality and integrity, recognizing the need for separation of the CNA role from one's personal life.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.

	passing exams administered in the theory portion of the course. Passing course grade of C or better.		
Cultural Sensitivity: Maintain an awareness of and respect for various cultural, ethnic and religious beliefs and practices.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Practice within the scope of the HHA certification.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Receive California State Certification to practice as a HHA	State Certification receipt Goal: 100%	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.

- Above Course/Program Outcomes are adapted from the California State produced/approved Model Curriculum for Nurse Assistants (rev 2004)

** Results = successful (grade of C or better) program completion/day 1 census except for Certification Exam results which are expressed in percentage derived by dividing the number of students passing the Certification Exam divided by the number of students who took the exam (completed the course)

Nursing

NA Program - Student Learning Outcomes Assessment 2008-09

Course and/or Program Outcomes Students will:	Assessment Methodology	Results**	Commentary/Work Plan
Caring: Demonstrate	Assessed as observed	FA04 68%	Attrition in this

<p>empathy and concern for the client's comfort and well-being; respect the client's lifestyle, personal beliefs, environment, and personal property; Recognize the importance of the client's family, caregivers, and other relationships.</p>	<p>behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.</p>	<p>SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73% SP08 92%</p>	<p>course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction from the California Department of Public Health.</p>
<p>Critical Thinking/Problem Solving: When given a problem or situation, identify and collect relevant information and collaborate with others to address the situation.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.</p>	<p>FA04 68% SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73% SP08 92%</p>	<p>Attrition in this course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction from the California Department of Public Health.</p>
<p>Team Building: Interact effectively with members of the health care team, family, or others involved in the care of the client, demonstrating accountability and loyalty to the team.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.</p>	<p>FA04 68% SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73% SP08 92%</p>	<p>Attrition in this course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction from the California Department of Public Health.</p>
<p>Ethics: Demonstrate honesty, confidentiality and integrity, recognizing the need for separation of the CNA role from one's personal life.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in</p>	<p>FA04 68% SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73%</p>	<p>Attrition in this course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction</p>

	passing exams administered in the theory portion of the course. Passing course grade of C or better.	SP08 92%	from the California Department of Public Health.
Cultural Sensitivity: Maintain an awareness of and respect for various cultural, ethnic and religious beliefs and practices.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA04 68% SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73% SP08 92%	Attrition in this course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction from the California Department of Public Health.
Practice within the scope of the CNA certification.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA04 68% SP05(2) 69% FA05 (1&2) 70% SP06 63% FA06 88% SP07 83% FA07 73% SP08 92%	Attrition in this course/program is almost always due to attendance problems and not academic or clinical failure. Students cannot miss even a portion of a class day per direction from the California Department of Public Health.
Pass California State Certification Examination on first attempt	State Licensure Examination results review Goal: 100%	FA 2004 100% SP 2005 100% FA 2005 100% SP 2006 100% FA 2006 100% SP 2007 100% FA 2007 100% SP 2008 100%	

• Above Course/Program Outcomes are adapted from the Model Curriculum for Nurse Assistants (rev 2004)

** Results = successful (grade of C or better) program completion/day 1 census except for Certification Exam results which are expressed in percentage derived by dividing the number of students passing the Certification Exam divided by the number of students who took the exam (completed the course)

VN Program

VN Program - Student Learning Outcomes Assessment 2008-09

Course and/or Program Outcomes Upon completion of the program graduates will be able to:	Assessment Methodology	Results	Commentary/Work Plan
Program graduates will pass NCLEX-PN on first attempt	NCLEX-PN pass rate review # test taker/# passed	2004 80% 2005 100% 2006 100% 2007 100%	
Assess basic physical, emotional, spiritual and socio-cultural needs of clients using a variety of resources	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Contribute to the development of nursing care plans, establishing priorities and revising as necessary.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Provide safe, competent nursing care using accepted standards of practice and making appropriate referrals.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	2004 93% 2005 80% 2006 80% 2007 80%	

	#graduated/#admitted		
Evaluate care to determine priorities, goals and effectiveness of care	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Use effective communication skills in nursing role, in therapeutic relationships with clients and families, and in collaboration with members of the health team	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Assume responsibility and accountability for managing own actions and care delegated to those with lesser preparation	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Practice within the scope of practice of the licensed vocational nurse	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course.	2004 93% 2005 80% 2006 80% 2007 80%	

	Passing course grade of C or better. #graduated/#admitted		
Adhere to a nursing code of ethics	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Seek opportunity for continued professional growth and performance	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	
Advocate for the health care consumers through political, economic and societal activities	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated/#admitted	2004 93% 2005 80% 2006 80% 2007 80%	

Source: BVN-PT approved curriculum threads from 2008 accreditation survey

Terminal Objectives	VN I Course Objectives	Semester VN II Course Objectives	Semester VN III Course Objectives
	General: This course introduces concepts related	General: Building on the concepts presented in VNI, this course discusses content related to alteration in function of the musculoskeletal, respiratory,	General: A continuation of VN I and II, this course introduces concepts of leadership and

	<p>to the role of the Vocational Nurse, basic legal and ethical considerations, and communication and confidentiality. Using a nursing process format, the basic skills that maintain optimum wellness are presented. A foundation in normal growth, development and nutrition are included with an emphasis on the special needs and health care concerns of the geriatric client. Students are introduced to alterations in the integumentary system.</p>	<p>cardiac, peripheral-vascular, endocrine, upper and lower gastrointestinal, urinary, reproductive, and sensory/neurological systems, including cerebral vascular alterations. Students are also presented in formation related to the client with alterations in function related to surgery.</p>	<p>management in vocational nursing. Students learn the care of clients, maintaining clients' health during childbearing, care of the hospitalized child, and care required by clients with alteration in the function of the immunological system and those experiencing abnormal cell growth. Acute alterations of all systems are reviewed with emphasis on the pediatric client.</p>
<p>Pass the NCLEX-PN examination</p>	<p>Throughout all three program semesters, formats are used for assessment that resemble the format and content of NCLEX items.</p>	<p>Throughout all three program semesters, formats are used for assessment that resemble the format and content of NCLEX items.</p>	<p>Throughout all three program semesters, formats are used for assessment that resemble the format and content of NCLEX items. Students must take and pass the NCLEX-PN practice exam produced by the NLN Three-day NCLEX prep course is completed as presented by outside agent.</p>
<p>Assess basic physical, emotional, spiritual and socio-cultural needs of clients using a variety of</p>	<p>Explain the purpose of the client assessment Describe data that should be collected regarding the</p>	<p>Identify the data to be collected in client assessment</p>	<p>Explain how data collected about the client and family is used to evaluate and make changes in the plan of care Evaluate factors that influence the quality of</p>

resources	physical, emotional, spiritual and socio-cultural needs of clients, identifying alterations in optimum health Outline methods by which and sources from which data regarding clients' needs are collected		client care
Contribute to the development of nursing care plans, establishing priorities and revising as necessary	Identify the content of nursing care plans, focusing on the collection of data	Use assessment of client needs as a basis for planning and implementing care Outline the components of a complete nursing care plan	Integrate an understanding of the nursing care plan into all aspects of client care Evaluate factors that influence the quality of client care
Provide safe, competent nursing care using accepted standards of practice and making appropriate referrals	Describe the factors that enhance the quality of client care	Explain the importance of nursing standards in the delivery of competent nursing care	Explain how data collected about the client and family is used to evaluate and make changes in the plan of care Integrate an understanding of the nursing care plan into all aspects of client care Evaluate factors that influence the quality of client care
Evaluate care to determine priorities, goals and effectiveness of care	Describe data that should be collected regarding the physical, emotional, spiritual and socio-cultural needs of clients, identifying alterations in optimum health	Use assessment of client needs as a basis for planning and implementing care	Explain how data collected about the client and family is used to evaluate and make changes in the plan of care Integrate an understanding of the nursing care plan into all aspects of client care Evaluate factors that influence the quality of client care
Use effective communication skills in	Discuss the various components of	Describe critical elements of written and verbal communication	Evaluate factors that influence the quality of client care

nursing role, in therapeutic relationships with clients and families, and in collaboration with members of the health team	the communication process		Identify and select appropriate communication techniques for various situations and settings Discuss the supervisory role of the vocational nurse
Assume responsibility and accountability for managing own actions and care delegated to those with lesser preparation	Identify the role of the vocational nurse as related to client relationships, confidentiality and work ethic	Discuss the role of the vocational nurse on the health care team	Discuss the supervisory role of the vocational nurse
Practice within the scope of practice of the licensed vocational nurse	Identify the role of the vocational nurse as related to client relationships, confidentiality and work ethic Perform basic skills	Discuss the role of the vocational nurse on the health care team	Evaluate factors that influence the quality of client care Discuss the supervisory role of the vocational nurse
Adhere to a nursing code of ethics	Explain ethical considerations as applied to vocational nursing	Discuss the role of the vocational nurse on the health care team	Evaluate factors that influence the quality of client care
Seek opportunity for continued professional growth and performance	Explain ethical considerations as applied to vocational nursing	Discuss the role of the vocational nurse on the health care team	Evaluate factors that influence the quality of client care
Advocate for the health care consumers through political, economic and societal activities	Identify the role of the vocational nursing student as related to client relationships, confidentiality and work ethic	Describe the ethical responsibility for advocating care for consumers	Evaluate situations in which the vocational nurse functions as a client advocate

Threads	VNI Content	VN II Content	VN III Content
Role of the Vocational Nurse	Introduction to Vocational Nursing:	Role of the VN on the health care team	Intro to leadership Supervisory Role of the

	conceptual framework and program policies and expectations; nurse/client/family relationship; legal/ethical considerations; communicating w/clients; recording and reporting care; client teaching; introduction to nursing process	Importance of nursing standards in delivery of competent nursing care Data collection/assessment Ethical responsibility in advocating for consumers of care	VN VN scope of practice, BVN-PT role, LVN organizations, professional malpractice insurance, resume, employment interview
Anatomy/Physiology	Promoting and Maintaining Optimum Wellness Through Proper Nutrition - anatomy and physiology of the digestive system Promoting and Maintaining Optimum Health Through Fluid and Electrolyte Balance - function of water in the body - physiology of fluids in the body - urinary elimination - bowel elimination Caring for the Client with Alterations in Integumentary Function	Caring for the Chronic Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs	Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Acute Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases
Nursing Assessment	Caring for the Client with Alterations in Integumentary Function	Caring for the Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning	Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory

		related to ADLs	system Clients with communicable diseases
Diagnostic Tests	Caring for the Client with Alterations in Integumentary Function	Caring for the Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs	Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases
Nutritional Needs	Promoting and Maintaining Optimum Wellness Through Proper Nutrition - fundamentals of nutrition - anatomy and physiology of the digestive system - role of carbohydrates, proteins and fats - role of vitamins and minerals Caring for the Client with Alterations in Integumentary Function	Caring for the Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs	Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases
Nursing Care	Maintaining Optimum Wellness: - maintaining a safe	Caring for the Client with Alterations in: Musculoskeletal	Care of the Maternal (antepartum, intrapartum,

	<p>environment; understanding the Transmission of disease; interrupting the transmission of disease Meeting Clients' Basic Needs: - assessing client well- being; meeting and maintaining hygiene needs; meeting and maintaining the need for mobility; meeting the need for sleep and rest; meeting and maintaining the need for comfort Caring for the Client with Alterations in Integumentary Function</p>	<p>Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs</p>	<p>postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases</p>
Pharmacology	<p>Promoting and Maintaining Wellness Through Medication Administration - administering oral, topical, inhalant meds; administering medications parenterally; monitoring fluids and medications administered intravenously</p>	<p>Caring for the Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs</p>	<p>Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization, immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases</p>
Cultural Factors		<p>Caring for the Client with Alterations in: Musculoskeletal Function, Respiratory Function, Cardiac Function, Peripheral Vascular Function, Blood Pressure, Related to Surgery, Endocrine</p>	<p>Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient Care of Patients With Alterations in function: related to child hospitalization,</p>

		Function, Liver/Gall Bladder/Pancreas Function, GI Function, Urinary Function, Reproductive Systems, Sensory/Neurologic Function, Spinal Cord Function, Cerebrovascular Function, Multiple Aspects of Functioning related to ADLs	immunological system, related abnormal cell growth, musculoskeletal system, integumentary system, respiratory system, cardiovascular system, endocrine system, urinary/reproductive system, GI system, neurological/sensory system Clients with communicable diseases
Lifespan	Promoting and Maintaining Optimum Wellness across the Life Span - principles of growth and development; developmental theories; application of growth and development principles to nursing care Promoting and Maintaining the Health of the Gerontological Client - understanding gerontology; promoting wellness among the elderly; nursing care of the elderly; caring for the elderly client in a nursing home	Caring for the client Experiencing Loss and Death	Care of the Maternal (antepartum, intrapartum, postpartum), newborn, and pediatric patient
Nursing Skills	Infection control; Legal/Ethical issues and communication; Safety, positioning and transfers; Hygiene, comfort and safety; Vitals and norms; Assessment (physical, neuro); Nutrition; Elimination; Wound care and bandaging; Airway management; Medication administration All basic skills are taught in the skills lab and begin to be practiced in the clinical area	Skills are practiced and perfected for speed, attention to detail, competence and autonomy of performance.	Previous skills with addition of tracheostomy care. Skills continue to be practiced and perfected for speed, attention to detail, competence and autonomy of performance.

CMC RN Program - Student Learning Outcomes Assessment 2008-09

<p>*Student Learning Outcomes (Program) At completion of the Program the graduates are able to:</p>	<p>Assessment Methodology</p>	<p>Results</p>	<p>Commentary/Work Plan</p>
<p>Pass the NCLEX-RN exam</p>	<p>NCLEX-RN results report</p>	<p>76% pass rate for 1st cohort, class of '07</p>	<p>See 2008-09 workplan</p>
<p>Utilize concepts of the Neuman Health Care Systems Model to plan nursing care.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated</p>	<p>See Program Data under tab 4</p>	<p>See 2008-09 workplan</p>
<p>Utilize the nursing process in providing nursing care.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated</p>	<p>See Program Data under tab 4</p>	<p>See 2008-09 workplan</p>
<p>Provide nursing care for a client or group of clients with common well-defined health problems.</p>	<p>Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated</p>	<p>See Program Data under tab 4</p>	<p>See 2008-09 workplan</p>
<p>Use critical thinking to</p>	<p>Assessed as observed</p>	<p>See Program</p>	<p>See 2008-09 workplan</p>

make decisions and take critical actions that are consistent with standards for nursing practice, licensing laws and following the policies and procedures of the institution.	behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	Data under tab 4	
Obtain consultation when the situation encountered is beyond the graduate's knowledge and experience.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Establish and maintain effective communication with clients, family, significant others and members of the multi-disciplinary team in the plan of care.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Utilize appropriate channels of communication within the organizational structure.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	See Program Data under tab 4	See 2008-09 workplan

	#admitted/#graduated		
Promote effective multi-disciplinary relationships.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Manage an environment that promotes clients' self-esteem, dignity, safety and comfort.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Demonstrate beginning leadership/management skills.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Participate in on-going learning activities to maintain safe practice.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the	See Program Data under tab 4	See 2008-09 workplan

	course. Passing course grade of C or better. #admitted/#graduated		
Practice within the ethical and legal framework using the Nurse Practice Act.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #admitted/#graduated	See Program Data under tab 4	See 2008-09 workplan
Maintain client's Bill of rights and dignity.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better. #graduated /#admitted	See Program Data under tab 4	See 2008-09 workplan

* Program and Graduate Learning Outcomes are as stated in the BRN Self-Study Report which was submitted to and approved by the BRN in 2004.

EMT Program - Student Learning Outcomes Assessment (08-09 Review)

Course and/or Program Outcomes – The graduate will be able to:	Assessment Methodology	Results	Commentary/Work Plan
Communication Skills: Demonstrate occupational specific communication skills including: apply reading and writing skills to complete a job application and interview; use appropriate terminology;	Written and performance testing; instructor/preceptor observation of performance in classroom, skills and field settings. Successful course completion. 1 st Attempt Pass on National Registry EMT-	See EMT Program Data	See Work Plan

communicate and work effectively with diverse groups	Basic Exam. Obtain employment.		
Critical Thinking Skills: Recognize and assess the nature and seriousness of the patient's condition to identify requirements for emergency medical care and transport; apply reading, writing and math skills to identify and communicate the patient's condition and identify appropriate intervention	Written and performance testing; instructor/preceptor observation of performance in classroom, skills and field settings. Successful course completion. 1 st Attempt Pass on National Registry EMT-Basic Exam.	See EMT Program Data	See Work Plan
Ethics: Practice within the regulatory boundaries of an EMT as prescribed by statute, standard and recognized ethical and compassionate best practices.	Written and performance testing; instructor/preceptor observation of performance in classroom, skills and field settings. Successful course completion. 1 st Attempt Pass on National Registry EMT-Basic Exam.	See EMT Program Data	See Work Plan
Personal Development: Obtain a position in the EMT field and continue to advance knowledge.	Written and performance testing; instructor/preceptor observation of performance in classroom, skills and field settings. Successful course completion. 1 st Attempt Pass on National Registry EMT-Basic Exam.	See EMT Program Data	See Work Plan
Information Competency: Utilize technology to obtain and transmit patient	Written and performance testing; instructor/preceptor observation of	See EMT Program Data	See Work Plan

assessment data	performance in classroom, skills and field settings. Successful course completion. 1 st Attempt Pass on National Registry EMT-Basic Exam.		
Pass National Registry Exam: EMT-Basic on first attempt	National Registry Exam pass rate review	See EMT Program Data	See Work Plan
Perform safely and effectively as an entry-level EMT.	Survey 1 st employers of graduates regarding job performance.	Anecdotally, primary employers report satisfaction, but no formal data collection process exists.	See Work Plan

Sources: USDOT-NHTSA EMT-Basic: National Standard Curriculum; Baldy View ROP Student Outcomes; Cabrillo College Learning Outcomes

HHA Program - Student Learning Outcomes Assessment 2008-09

Course and/or Program Outcomes	Assessment Methodology	Results**	Commentary/Work Plan
Students will: Caring: Demonstrate empathy and concern for the client's comfort and well-being; respect the client's lifestyle, personal beliefs, environment, and personal property; Recognize the importance of the client's family, caregivers, and other relationships.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Critical Thinking/Problem Solving: When given a problem or situation, identify	Assessed as observed behavior and knowledge increasingly	FA06 66% SP07 100%	Results <60% are d/t students that dropped from course for personal

and collect relevant information and collaborate with others to address the situation.	demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	SP08 60%	reasons, not academic failure.
Team Building: Interact effectively with members of the health care team, family, or others involved in the care of the client, demonstrating accountability and loyalty to the team.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Ethics: Demonstrate honesty, confidentiality and integrity, recognizing the need for separation of the CNA role from one's personal life.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Cultural Sensitivity: Maintain an awareness of and respect	Assessed as observed behavior and	FA06 66%	Results <60% are d/t students that dropped

for various cultural, ethnic and religious beliefs and practices.	knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	SP07 100% SP08 60%	from course for personal reasons, not academic failure.
Practice within the scope of the HHA certification.	Assessed as observed behavior and knowledge increasingly demonstrated throughout the course in the clinical training portion of the course and evidenced in passing exams administered in the theory portion of the course. Passing course grade of C or better.	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.
Receive California State Certification to practice as a HHA	State Certification receipt Goal: 100%	FA06 66% SP07 100% SP08 60%	Results <60% are d/t students that dropped from course for personal reasons, not academic failure.

- Above Course/Program Outcomes are adapted from the California State produced/approved Model Curriculum for Nurse Assistants (rev 2004)

** Results = successful (grade of C or better) program completion/day 1 census except for Certification Exam results which are expressed in percentage derived by dividing the number of students passing the Certification Exam divided by the number of students who took the exam (completed the course)

Library

Student Learning Outcomes & Competencies Rubric for Library Workshops - Spring 2008

Goal: Each competency will be assessed on a rotating five-year schedule.

Student post-test scores should be at 90% or higher.

If scores are lower than 90% competency will be reassessed the following semester.

If scores are above 90% a different competency will be assessed the next semester.

Improvement Plan:

Competency	Institutional SLO	Library Orientation	Search Strategies	Evaluating Sources	A P A	M L A	How Competency Is Assessed	Last Assessed	Student Learning Outcomes	Recommendation
1. Use/locate library collections & services	Information Competency	X					Orientation assignment questions # 1, # 2, # 3	Spring 2008 Library Orientation question # 3	Pre-test - 34% Post-test - 95%	Select different competency to assess fall 2008.
2. Use classification system and locate item by call number	Information Competency	X					Orientation assignment questions # 4, # 5, #6, # 7	Spring 2008 Library Orientation question # 5	Pre-test - 23% Post-test - 100%	Select different competency to assess fall 2008.
3. Develop focused topic and strategies for obtaining information	Information Competency and Critical Thinking		X				Search Strategies assignment questions # 2, # 15, # 16	Spring 2008 Search Strategies question # 15	Pre-test - 46% Post-test - 80%	Reword assignment question and reassess competency in fall 2008.
4. Gather information in books and encyclopedias	Information Competency	X					Orientation assignment questions # 6, #10			
5. Search by author, title, and keyword in library catalog	Information Competency	X					Orientation assignment questions # 5 and # 7	Spring 2008 Library Orientation question # 6	Pre-test - 23% Post-test - 100%	Select different competency to assess fall 2008.
6. Identify relevant keywords and controlled vocabulary terms for searching a topic	Information Competency		X				Search Strategies assignment questions # 1, # 5, # 6, # 7, # 17, # 18	Spring 2008 Search Strategies question # 7	Spring 2008 Pre-test 63% Post-test 74% Fall 2007 - Pre-test 8%	Students do not fully understand controlled vocabularies. Increase instruction time and reassess competency in spring 2008.

								h question # 11	Pre- test 0% Post- test 70%		
14. Revise topic and/or strategy if search results are unsatisfactorily	Information Competency		X					Search Strategies assignment questions # 15 and # 16			
15. Understand & differentiate between primary vs secondary sources, and popular vs scholarly	Information Competency		X					Search Strategies assignment questions # 3, # 8			
16. Summarize, organize and synthesize information found	Information Competency and Critical Thinking			X				Evaluating Sources assignment question # 5			
17. Cite sources properly according to appropriate style guide and avoid plagiarism.	Information Competency and Ethics			X	X	X		Evaluating Sources assignment questions # 4, APA entire assignment MLA entire assignment	Fall 2007 APA question # 4 MLA question # 4	APA Pre-test 56% Post-test 96% MLA Pre-test 40% Post-test 100%	Select different competency to assess spring 2008.
18. Recognize the need for information for any purpose	Information Competency	X						Orientation assignment question # 12			

Note: These 18 information competencies were determined by a joint task force of CA Community College and CSU librarians.

**Student Learning Outcomes Assessment
Library Information Competency Workshops
Spring 2008**

Preface

During the Spring 2008 semester student learning outcomes (SLOs) were assessed using a pre-test / post-test methodology. Based on this assessment actions were taken to improve the effectiveness of library workshops and the development of target goals for student success.

Goal Setting:

Informational Competency was selected by the college as an institutional core competency in October 2007. As such it is foundational to every course in the curriculum and vital for student success. Based on this philosophy it is felt that achievement higher than the usual 70% or “C” letter grade is needed to best serve students. So the following SLO goals were adopted:

- Student post-test scores should be at 90% or higher.
- If scores are lower than 90% competency the workshops will be revised and the competency will be reassessed the following semester.
- If scores are above 90% a different competency will be assessed the next semester.

Assessing Student Learning Outcomes

Questions on the take-home assignment for the library workshops were developed based on the identified student learning outcomes. The sample for each workshop was the number of students taking the pre-test minus those who did not take the post-test (not all instructors who send students to the library workshops require students to complete the assignment).

Due to the time constraints of a one-hour workshop, not all of the eighteen information competencies are assessed each semester.

Competency	Sample # of students	Average Score on Pre-test	Average Score on Post-test
Use/locate library collections & services (# 1)	19	35	95
Use classification system and locate item by call number (# 2)	19	23	100
Develop focused topic and strategies for obtaining information (# 3)	19	46	80
Search by author, title, and keyword in library catalog (# 5)	19	23	100
Identify relevant keywords and controlled vocabulary terms for searching a topic (# 6)	19	63	74
Evaluate information gathered by criteria such as relevance, authority, currency, peer review process (# 13)	16	30	83

Analysis and Improvement Plan

- Competencies # 1, # 2, and # 5 achieved the goal of 90% or better score on the post-test. Different competencies will be selected for assessment in spring 2008.
- Competency # 3 did not achieve 90%. Students gave a short answer on how to narrow the results of their search. These answers showed they had an understanding of the topic, but it appeared that the wording of the question may not be conveying what

information was being requested. This question will be reworded from “what would you do to narrow or reduce the number of results, give exact words” to “give an example of how you would you narrow the number of results in your search.” This competency will be reassessed in Fall 2008.

- Competency # 6 did not achieve 90%. This competency was also assessed in Fall 2007 with a practical application question (pre-test score was 8, post-test score 83). The assessment this semester was a multiple choice question which might explain the higher pre-test score. However, it appears that students still don't fully understand controlled vocabularies. For Fall 2008 more time will be devoted to instruction on this topic and the practical application question will be used to reassess the competency.
- Competency # 13 did not achieve 90%. This competency was also assessed in Fall 2007 (pretest score – 0, post-test score 70). Creating a separate workshop just for evaluating sources may have contributed to the increased post-test score. However, the grading rubric for evaluating information appeared to confuse some students, based on the essays they wrote. This grading rubric will be clarified and distributed to students. The competency will be reassessed to see if a clearer grading rubric better facilitates students' understanding and improves the outcome.

**Student Learning Outcomes Assessment
Library Information Competency Workshops
Fall 2008**

Preface

During the Fall 2008 semester student learning outcomes (SLOs) were assessed using a pre-test / post-test methodology. Based on these assessments actions were taken to improve the effectiveness of library workshops and the development of target goals for student success.

Goal Setting:

Informational Competency was selected by the College as an institutional core competency in October 2007. As such it is foundational to every course in the curriculum and vital for student success. Based on this philosophy it is felt that an achievement standard higher than the usual 70% or “C” letter grade is needed to best serve students. So the following SLO goals were adopted:

- Aggregate student post-test scores should average 90% or higher.
- If scores are lower than 90% the workshops will be revised and the SLO will be reassessed the following semester.
- If scores are above 90% a different SLO will be assessed the next semester.

Assessing Student Learning Outcomes

Questions on the take-home assignment for the library workshops were developed based on the identified student learning outcomes. The sample for each workshop included the number of students taking the pre-test minus those who did not take the post-test (not all instructors who send students to the library workshops require students to complete the assignment).

Due to the time constraints of a one-hour workshop, not all of the eighteen student learning outcomes are assessed each semester.

Competency	Sample # of students	Average Score on Pre-test	Average Score on Post-test
Develop focused topic and strategies for obtaining information (# 3)	9	33	94
Identify relevant keywords and controlled vocabulary terms for searching a topic (# 6)	9	33	77
Conduct a search in an interdisciplinary database using Boolean operators and limit function (# 7)	14	5	93
Identify relevant subject databases (# 8)	14	5	88
Evaluate information gathered by criteria such as relevance, authority, currency, peer review process (# 13)	21	25	89

Analysis and Improvement Plan

- SLO # 3 achieved the goal of 90% or better on the post-test. This SLO was assessed in spring 2008 but the average score was only 80%. The assignment question was reworded because student comments indicated it was not clear what was being asked. It appears this rewording lead to the increased score of 94, although only nine students is a small sample. A different SLO will be assessed in spring 2009.
- SLO # 6 once again did not achieve 90%. This competency was also assessed in Fall 2007 and Spring 2008 with similar results. Increasing the amount of time devoted to this SLO in the workshop did not increase student outcomes. In the workshops students appear to be stuck on the word or phrase they have chosen as a topic and trying to get them to explore synonyms or subject hearings does not come easily. Perhaps the terminology of controlled vocabulary isn't clear. An attempt will be made to revise the handout, or create a second handout which goes over the concept in more detail and at a basic level to see if that can improvement the student outcome. This SLO will be reassessed in spring 2009.

- SLO # 7 achieved the goal of 90% or better on the post-test. A different SLO will be assessed in spring 2009.
- SLO # 8 came close, but did not achieve the goal of 90% or better on the post-test. Since there are still seven of the eighteen SLOs that have yet to be assessed the recommendation is to choose one of those seven SLOs to assess in spring 2009, rather than working on the marginal improvement of between 88% and 90%. There may be another SLO with greater need for improvement.
- SLO # 13 came very close, but did not achieve the goal of 90% or better on the post-test. This is the third semester that this SLO was assessed and the scores have improved. Creating a separate workshop just for evaluating sources and a grading rubric distributed to students have increased scores from 70% to 89%. Again with seven of the eighteen SLOs that have yet to be assessed the recommendation is to choose one of those seven SLOs to assess in spring 2009, rather than working on the marginal improvement of between 89% and 90%. There may be another SLO with greater need for improvement.

Prepared by Carolyn Hopkins
January 2009

Mathematics

Course and/or Program Outcomes
PO: Apply mathematical concepts to model and solve real-life situations. (Associated Core Competency: Lower-level critical thinking)
PO: Demonstrate mathematical knowledge by using the appropriate terminology and notation. (Associated Core Competency: Communication)
PO: Use tables, graphs and equations to interpret real-life situations. (Associated Core Competency: Upper-level Critical Thinking)
CO FOR DE 300A Basic College Mathematics: <ol style="list-style-type: none"> 1) Apply arithmetic concepts to model real-life situations using whole numbers, fractions, decimals, and integers. 2) Apply arithmetic concepts to solve real-life problems involving geometry, measurements (customary and metric), coordinate geometry and graphing, business and consumer applications and statistics. 3) Use basic properties of algebra to simplify expressions with integers and variables and to solve simple equations.
CO FOR DE 330 Math Skills: <ol style="list-style-type: none"> 1) Apply arithmetic concepts to model real-life situations using whole numbers, fractions and decimals. 2) Add, subtract, multiply and divide whole numbers, fractions and decimals. 3) Compare and convert between whole numbers, fractions and decimals. 4)

<p>CO FOR DE 332 Pre-Algebra:</p> <ol style="list-style-type: none"> 1) Apply basic algebraic and arithmetic concepts to model real-life situations using whole numbers, fractions, decimals, mixed numbers, percents and integers. 2) Use basic properties of algebra to solve simple equations. 3) Use formulas to find perimeter, area, and volume of geometric figures. 4) Use graphing techniques to graph and analyze data on a number line or coordinate system (e.g., x-y graph, bar graph, circle graph) 5)
<p>CO FOR DE 334 Algebra:</p> <ul style="list-style-type: none"> • Use algebraic principles to simplify variable expressions. • Solve linear, square root, quadratic, polynomial equations and 2x2 systems of equations. • Apply basic algebraic and arithmetic concepts to model real-life situations using linear equations. • Use graphing principles to model linear equations and inequalities in the coordinate plane.
<p>CO FOR MATH 57 Pre-Algebra:</p> <ol style="list-style-type: none"> 1) Apply basic algebraic and arithmetic concepts to model real-life situations using whole numbers, fractions, decimals, and integers. 2) Apply basic algebra and arithmetic concepts to solve real-life problems involving geometry, measurements (customary and metric), coordinate geometry and graphing, business and consumer applications and statistics. 3) Use basic properties of algebra to simplify expressions with integers and variables and to solve simple equations.
<p>CO FOR MATH 50 Elementary Algebra:</p> <ol style="list-style-type: none"> 1) Apply algebraic concepts to apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. 2) simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. 3) simplify, combine and factor quadratic expressions and solve quadratic equations by factoring.
<p>CO FOR MATH 40 Intermediate Algebra:</p> <ul style="list-style-type: none"> • Apply algebraic concepts to model and solve real-life situations involving linear, quadratic, polynomial, exponential and logarithmic equations and systems of linear equations. • Simplify quadratic expressions and solve quadratic equations and inequalities using factoring, completing the square and the Quadratic Formula. • Represent functions using graphs, equation and tables, use appropriate function notation, identify domain and range of functions.
<p>CO FOR MATH 10 College Algebra:</p> <ol style="list-style-type: none"> 1) Apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic equations and/or inequalities. 2) Understand and use basic concepts of functions, including domain, range, operations, compositions, and inverses. 3) Use tables, transformations, critical points, and other characteristics to graph functions, conic sections and parametric equations.
<p>CO FOR MATH 13 Liberal Arts Mathematics:</p> <ol style="list-style-type: none"> 1) Apply algebraic concepts to model and solve real-life situations.

<ul style="list-style-type: none"> 2) Understand and use basic concepts of set theory, logic, numeration systems, trigonometry, and graph theory. 3) Apply mathematical reasoning to new situations and concepts.
<p>CO FOR MATH 12 Pre-Calculus:</p> <ul style="list-style-type: none"> 1) Analyze and graph basic functions 2) Solve equations involving basic functions. 3) Apply concepts of trigonometry.
<p>CO FOR MATH 14 Statistical Methods:</p> <ul style="list-style-type: none"> 1) Calculate descriptive statistics for a data set. 2) Determine the probability of an event. 3) Use various distributions. 4) Formulate and test a hypothesis.
<p>CO FOR MATH 1A Calculus:</p> <ul style="list-style-type: none"> 1) Demonstrate mathematical knowledge by reading, writing, and verbally communicating appropriate mathematical ideas, terminology, and notation. 2) Use tables, graphs, and equations to solve and/or interpret real-life problems and applications. 3) Use graphing technology to visualize various functions and their derivatives, and verify solutions to problems in differential calculus. 4) Apply the techniques of differentiation to various functions of one variable 5) Demonstrate the relationship between the derivative and anti-derivative.
<p>CO FOR MATH 1B Calculus</p> <ul style="list-style-type: none"> 1) Demonstrate mathematical knowledge by reading, writing, and verbally communicating appropriate mathematical ideas, terminology, and notation. 2) Use tables, graphs, and equations to solve and/or interpret real-life problems and applications. 3) Use technology to visualize various functions, calculate areas under curves, and verify solutions to problems in integral calculus. 4) Apply the techniques of integration to various functions. 5) Demonstrate the relationship between the derivative and integral. 6) Apply the theory of infinite series to approximate functions of one variable
<p>CO FOR MATH 2A Multivariate Calculus:</p> <ul style="list-style-type: none"> 1) Demonstrate mathematical knowledge by reading, writing, and verbally communicating appropriate mathematical ideas, terminology, and notation. 2) Use tables, graphs, and equations to solve and/or interpret real-life problems and applications. 3) Use technology to visualize various functions, calculate areas and volumes, and verify solutions to problems in multivariate calculus. 4) Demonstrate the use of vectors, and differentiate and integrate vector functions and functions of more than one variable. 5) Analyze the motion of objects in two- and three-dimensions.
<p>CO FOR MATH 2B Linear Algebra</p> <ul style="list-style-type: none"> 1) Demonstrate mathematical knowledge by reading, writing, and verbally communicating appropriate mathematical ideas, terminology, and notation.

- 2) Use tables, graphs, and equations to solve and/or interpret real-life problems and applications.
- 3) Use technology to perform matrix computations and verify solutions to problems in linear algebra.
- 4) Perform matrix computations, solve systems of linear equations, determine the bases of vector spaces, find eigenvalues and eigenvectors, and demonstrate the theories of linear algebra.

CO FOR MATH 2C Ordinary Differential Equations

- 1) Demonstrate mathematical knowledge by reading, writing, and verbally communicating appropriate mathematical ideas, terminology, and notation.
- 2) Use tables, graphs, and equations to solve and/or interpret real-life problems and applications.
- 3) Use technology to visualize, solve, and interpret differential equations and systems of differential equations.
- 4) Find the general and particular solutions of first- and second-order linear differential equations and solve linear systems of differential equations.

STUDENT LEARNING OUTCOMES FOR PHILOSOPHY COURSES

Phil 8: Philosophy from the Ancient World Through the Renaissance

Analyze and appreciate the foundations of the western intellectual tradition. The shift from mythological to philosophical thinking is considered by reading texts such as *Iliad* and *Odyssey*, along with pre-Socratic cosmological works. Students engage in extensive class discussions on this theme, and write papers and give group presentations on self-selected topics.

Phil 10: General Logic

Demonstrate ability to recognize and diagnose fallacious reasoning in ads, political discourse, and other issue-related commentaries. After weekly drills to model recognition of fallacies, students in groups will give presentations to analyze examples they have found.

Phil 13: Perspectives on Death and Dying

Develop familiarity with end-of-life issues facing modern Americans. Students will meet with professionals in death-related fields, and write in journals about how their perceptions and awareness of such issues as euthanasia and organ transplantation have been affected by their exposure to these professionals.

When the need arises, students in the future will be able to make decisions based on knowledge and experience gained from sustained reflection on the topic of death. This is difficult to assess in the context of a semester-long course, but the lectures, class conversations, documentaries, and extensive journal assignments are all aimed at providing a level of knowledge that can assist students in their “real lives.”

Phil 12: Religions of the World

Articulate basic tenets of various world religions, and appreciate the common themes found in diverse traditions. Students view documentaries displaying various religious traditions, then respond in essay format to directed questions about the rites. Students write research papers

that examine particular topics from several religious perspectives (for example, the sacral quality of water in Shinto and Christianity; the religious significance of plants in Hinduism and Judaism).

Phil 6: Introduction to Philosophy

Examine and appreciate the philosophical projects of great thinkers, noting the relevance of their projects to our everyday lives. Students demonstrate their awareness of the relevance of particular philosophers by responding to directed queries in personal philosophical journals. Students select themes to write about (for example, “Would Plato’s Republic work in the 21st century?”) and give class presentations on modern philosophers.

Student Learning Outcomes For Social Science Department

- Ability to fairly and accurately articulate and evaluate both sides of important contemporary issues
- Cognizance of the contributions of diverse groups
- Skills and motivation to actively pursue a life of questioning

- **Student Learning Outcomes: PS 1 Introduction to Government**
- Demonstrate a command of key concepts related to federal and state governments, such as the nature of constitutional government, the federal system, fundamental rights guaranteed to citizens, the nature the political process
- Understand the evolution of American politics as it was affected by social, cultural, and demographic changes in the country and in the state
- Develop the ability to fairly and accurately articulate and evaluate both sides of important contemporary political issues
- Gain an appreciation of the contributions of diverse groups to America’s and California’s political culture

- **Student Learning Outcomes: PS 4 Introduction to International Relations**
- Demonstrate a command of key concepts related to international relations, such as the nature of the nation state, political, cultural, economic
- Show an understanding of the economic, cultural, religious environmental and military factors that influence global relations
- Grasp and apply theories of global relations, including realism, liberalism (idealism), balance of power systems, and constructivism
- Develop the ability to fairly and accurately articulate and evaluate both sides of major controversies and conflicts in international relations
- Appreciate the diversity and complexity of international relations to promote a continuing interest in world affairs

Science Program Student Learning Outcomes Assessment Form

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Science Student Success	Completion Rate exceeding 55% of Day 1 Enrollment.	Percent success ranged from 56-67% and averaged 62%; see Table 2 and Graph 4.	Need institutional data up to 2008; need institutional researcher or faculty time allocated to analyze data.
Science Course Average GPA	Average Course GPA exceeding 2.0 (C); see page 9 on Form A.	Average GPA = 2.86 for that 2004-2007; see Table 4 and Graph 12.	Need institutional data up to 2008; need institutional researcher or faculty time allocated to analyze data.
Science Student Attrition	Difference less than 20% between Percent Success From Census minus Percent Success From Day 1 Enrollment.	Attrition ranged from 11-16 % of success rate, and averaged 13 %; see Table 5 and Graph 13.	Need institutional data up to 2008; need institutional researcher or faculty time allocated to analyze data.

Sociology Student Learning Outcomes Assessment Form

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Sociology Student Success	Completion rate of 65% of Day 1 Enrollment.	Exceeded by an average of 5% from 2004-2007 data	Need institutional data up to 2008; need institutional researcher time faculty time allocated to analyze data.
Sociology Student Attrition	Student Success percentage of SOC 1 Census Enrollment exceeding 70%.	Exceeding rate of 2.25 during the 2004-2007 period.	Need institutional data up to 2008, need institutional researcher faculty time allocated to analyze the data.
Sociology Course GPA	Average Course GPA for SOC 1 and SOC 10 exceeding 2.0	Average exceeded by .10 of the data in 2007-2008.	Need institutional data up to 2008; need institutional researcher faculty time allocated to analyze the date.

Social Science Student Learning Outcomes Assessment Form

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
Social Science Student Success	No data to review.		Need to work toward having data to review.
Social Science Student Attrition	No data to review.		Need to work toward having data to review
Social Science course Average GPA	No data		Need to work toward having data to review.

Note that each separate program within Social Science conducted a separate program review for each separate department.

Speech/Communication

Speech 1

- A. Be able to identify & explain key theories and research in interpersonal communication.
- B. Have a greater understanding of self, the communication process, and listening.
- C. Have a greater understanding & respect for diversity, culture and how it affects their own communication.
- D. Demonstrate basic skills in the application of communication principles.

Speech 7

1. Demonstrate awareness and articulation of contemporary public issues through the gathering, analyzing and utilizing of research compiled from a variety of sources.
2. Employ effective critical listening and cultural sensitivity while critically evaluating propositions and arguments.
3. Identify and avoid flaws in reasoning and argumentation while speaking and writing.
4. Effectively and ethically build and orally present arguments without personally attacking the opponent.
5. Engage in competent and ethical oral argumentation and debate for the purpose of influencing the adherence of appropriate decision makers.

Speech 4

- Construct (research, outline, and organize) public messages for presentation to diverse co-cultural audiences.
- Deliver informative, persuasive, and specialized speeches to audiences.

- Analyze and critically listen to public messages.
- Successfully reduce and manage your apprehension toward communicating in public contexts.
- Adapt to audiences and speakers from various co-cultural affiliations.

Student Success Center

Student Learning Outcomes
 For America Reads/America Counts Student Tutors
 @Student Success Center
 (Instructors: S. Holbrook, K. Sweetman)
 2009/2010

Outcomes	Students will know...	Students will be able to...
Effective Use of Resources	Students will have knowledge of a number of appropriate resources and the knowledge to locate these resources.	Students will be able to execute the ability to access resources appropriate to achieving their individual academic goals
Successful Application of Learning Strategies	Students will have the knowledge of various teaching & learning strategies specific to their tutoring level to identify learning & teaching needs	Students will demonstrate the independent selection and successful use of teaching & learning techniques to be successful in their tutoring of individual students
Ability for Self-Assessment	Students will have the knowledge of strategies for self assessment and alternative techniques to intervene when required to ensure success	Students will be able to demonstrate self assessment through current techniques and be able to modify strategies when needed to be successful
Persistence toward Goals	Students will have the knowledge of the requirements to be successful in tutoring and mentoring roles	Students will demonstrate the ability to persist with tutoring goals and recognize and overcome barriers in the way to success
Academic Success	Students will have the knowledge of their individual goals and a variety of means to achieve them	Students will demonstrate the ability to identify individual goals and develop a plan for achieving these goals

Student Learning Outcomes
 Steps To Success Class
 @ CMC Marine Base
 Instructors: S. Holbrook/K. Sweetman
 2009/2010

Outcomes	Students will know...	Students will be able to...
Effective Use of Resources	Students will have knowledge	Students will demonstrate the

	of a vast number of resources and how to locate them	ability to locate appropriate resources to enable academic success
Successful Application of Learning Strategies	Students will have knowledge of several learning strategies appropriate to their individual academic areas	Students will demonstrate different learning techniques required to be successful in their individual academic studies
Ability for Self-Assessment	Students will have knowledge of a number of self assessment techniques and intervention strategies to ensure success when success is not being achieved	Students will demonstrate the ability to use a number of different self assessment and intervention techniques to ensure academic success
Persistence toward Goals	Students will have the knowledge of the requirements for being successful in their studies and strategies for over coming barriers that impair their individual academic and overall success	Students will demonstrate the ability to be persistent in their pursuit of individual academic success using strategies appropriate to their individual academic program
Academic Success	Students will have the knowledge of their individual academic goals along with a variety of options to develop successfully in their area of academic study	Students will demonstrate the ability to identify their individual academic goals and develop a plan to achieve these goals using a variety of techniques

Student Learning Outcomes
 Winter/Summer K-16 Bridge Class
 @ Student Success Center
 Instructors: S.Holbrook/K.Sweetman
 2009/2010

Outcomes	Students will know...	Students will be able to...
Effective Use of Resources	Students will have the knowledge of a variety of resources and how to access them	Students will demonstrate the ability to access a variety of appropriate resources to maintain individual academic success
Successful Application of Learning Strategies	Students will have the knowledge of a number of learning strategies specific to different academic areas and appropriate to the students individual learning needs	Students will demonstrate the ability to select and use appropriate learning strategies to establish and maintain success in their individual academic studies

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Ability for Self-Assessment	Students will have the knowledge of a number of self assessment and intervention techniques to monitor and maintain individual academic success	Students will demonstrate academic success using a variety of self assessment monitoring and intervention techniques
Persistence toward Goals	Students will have the knowledge of the requirements to be a successful learner and strategies to achieving their individual and academic goals	Students will demonstrate the ability to persist working towards their goals using a variety of techniques and resources aimed at academic success
Academic Success	Students will have the knowledge of their individual academic goals and a variety of methods used in achieving them	Students will demonstrate individual academic goals and success using appropriate methods for academic success

Student Learning Outcomes
 For Student Tutors
 @Student Success Center
 (Instructors: S.Holbrook/K. Sweetman)
 2009/2010

<p><u>STUDENT LEARNING OUTCOMES</u></p> <p><u>Outcomes</u> Effective Use of Resources</p>	<p><u>FOR: Student Tutors</u></p> <p><u>Students will know...</u> Students will have knowledge of a variety of appropriate resources and how to access them.</p>	<p><u>@Student Success Center</u> <u>Instructors: S.Holbrook</u> <u>K. Sweetman</u></p> <p><u>Students will be able to...</u> Students will demonstrate the ability to access independently a variety of appropriate resources to support individual academic goals.</p>
<p>Successful Application of Learning Strategies</p>	<p>Students will have knowledge of a variety of learning strategies specific to different academic areas and appropriate to the student's identified learning preferences.</p>	<p>Students will demonstrate the independent selection and effective utilization of appropriate strategies to support success in current coursework according to the student's identified learning preferences.</p>
<p>Ability for Self-Assessment</p>	<p>Students will have knowledge of the means to monitor and assess their own learning in terms of realistic expectations, and will be aware of available alternatives in strategies when learning is not effective.</p>	<p>Students will demonstrate methods of self-evaluation to assess effective learning, and will modify learning strategies as needed in a continual process of self-monitoring and revision of applied strategies.</p>
<p>Persistence toward Goals</p>	<p>Students will have knowledge of the requirements necessary to achieve success in selected coursework and in overall academic goals.</p>	<p>Students will demonstrate the ability to persist towards identified academic goals by utilizing appropriate resources and strategies in order to overcome obstacles that may impede progress or success.</p>
<p>Academic Success</p>	<p>Students will have knowledge of their own academic goals, as well as alternative options to achieving those goals.</p>	<p>Students will identify individual academic goals and will create a realistic plan for achieving those goals, building in alternative options as necessary.</p>

CMC Adopted Core Competencies

Academic Year 2007-08

Programs and courses should consider CMC's adopted Core Competencies as they design program and course objectives and outcomes, and conduct program reviews.

1. Communication Skills

Communication skills are the effective, persuasive, and appropriate means to express and respond to thoughts, information and ideas

2. Critical Thinking Skills

Examine issues and problems from a variety of perspectives on multiple cognitive levels to synthesize and make a reasoned and logical judgment as to the truth or merit of a viewpoint or opposing viewpoints.

3. Ethics

Developing an attitude of respect and tolerance that includes the practice of fair treatment, civility, commitment to civic engagement, and the sense of responsibility for oneself, the community, and the environment.

4. Personal Development

- A lifelong learning process that:
 - Develops a recognition of personal strengths and develops a process to strengthen personal weaknesses
 - Promotes self-esteem
 - Increases empowerment and responsibility
 - Develops cooperation, tolerance, flexibility and curiosity
 - Develops awareness and appreciation for diversity
 - Develops organizational skills and time management skills
 - Provides opportunity for leadership and engagement

5. Information Competency

The ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various forms. This combines aspects of technological literacy, research methodology, and library literacy.

Student Learning Outcomes from Programs that Support Direct Instruction

Admission and Registration Student Learning Outcomes Assessment Form

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
The student takes personal initiative for their education.	This is demonstrated by successful completion of procedures and information for	Completion of admissions and registration materials	Track students through admissions and basic skills assessment through registration functions

	admissions, registration and records		
The student follows procedures for appealing decisions.	This is demonstrated by successfully completing communication, timelines, and required responses.	Completion of appeal forms, meetings, and follow up materials	Track records of appeals to respond consistently and within institutional policies and procedures.

**Counseling/Articulation
Student Learning Outcomes Assessment Form**

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
The student takes personal initiative in assessing, planning, and implementing his/her immediate and/or long range goals.	This is demonstrated by the total number of SEP's that are created on the intranet shared drive for counselor SEP	Counselors have created and save 193 SEP's in 2.5 months.	Create an electronic SEP that all counselors can utilize and have access to complete, modify, and/or update.
Students from local high schools matriculate to CMC, the high school counseling programs are supported through networking with CMC's counseling program, and the high school counselors understand the benefits of students starting college at CMC for certificate, vocational, and transfer programs.	This is demonstrated by: <ul style="list-style-type: none"> • # of visits to the high school • # of students attending orientations at the high schools • # of new students coming from local high schools • # of HS counselors who attend the CMC hosted event • Feedback from HS counselors attending the CMC hosted event • # of students enrolled in summer and winter bridge programs 	2007 – 2008 totaled 20 orientations held at 5 different high schools with 137 students attending; 14 other visits for promotions & college nights to see perspective students & parents. We had 112 students in the Summer & Winter Bridge Program and 14 visits to high schools through Title V. 20 high school counselors and staff attended the 2007 CMC hosted event. 165 high school seniors from 4 local high schools attended the high school visitation day.	<ul style="list-style-type: none"> • Increase the number of new student enrollments from the local high schools • Doing more orientations at the high schools, visiting other high schools more frequently, and providing summer and winter bridge programs to help assimilate students into the college environment. • Continue to host High school (HS) counselor conferences on the CMC campus for HS counseling staff • Create a presentation to promote CMC to the local community • Include a promotional piece in the HS orientations • Add a Winter Bridge Program

Disabled Students Programs and Services

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
<p>DSPS students take personal responsibility for their education through effective use of accommodations.</p>	<p>% of students that use accommodations and have a successful term. Success will be defined as the completion of a course with a C or better. Any student that withdraws for a medical emergency will not be counted.</p>	<p>Sp 08 87% of students who utilized accommodations were successful</p>	<p>The DSPP Orientation and Summer Bridge has been an effective way to connect DSPP students with their accommodations.</p>
<p>DSPP students have the ability to apply and adapt technology to educational limitations in their classes.</p>	<p># of students using e-text</p> <p># of students using Dragon Naturally Speaking</p> <p># of students in Kurzweil 3000</p>	<p>Sp 08 43 students used e-text</p> <p>Sp 08 7 students learned Dragon</p> <p>Sp 08 2 students learned Kurzweil 3000. The statistics has been reversed the previous semester.</p>	<p>DSPP will increase the student awareness of uses of technology through mandatory attendance at a lab demonstration and peer mentoring. These activities will increase the usage of technology. Those students who use technology are more successful and prepared for further education and the workplace.</p>
<p>DSPP will increase college awareness of specialized services and accommodations at CMC.</p>	<p>College survey before and after events to demonstrate increased awareness of services and challenges of the disabled.</p>	<p>A student survey from '04 indicates that 55% are satisfied with the DSPP program.</p> <p>43% indicated that DSPP was very or important to their success.</p>	<p>DSPP will present at Flex and Staff Development Days. Develop events during Disability Awareness month to increase sensitivity to the challenges of the disabled on campus.</p>

EOPS
Student Learning Outcomes

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
The EOPS student takes personal initiative for their education.	This is demonstrated by successful completion of coursework.	Completion of 12 units each semester; FL06: 60%, SP07: 61%, FI07:69%	Require students to complete Rubric prior to receiving their book voucher.
The EOPS student fulfills all aspects of the EOPS contract.	This is demonstrated by the student maintaining a 2.0 GPA, completing 12 units, and completes three counselor contacts per semester.	<ul style="list-style-type: none"> • 2.0 GPA or Higher; FL06: 83%, SP07: 85%, FL07: 73% • Completion of 12 units each semester; FL06: 60%, SP07: 61%, FI07:69% • Completed 3 Contacts; FL06: 94%, SP07:94%, FL07:90% 	Maintain/increase counseling hours through new hire of Coordinator/Counselor.
The EOPS student moves from a sense of entitlement to a sense of social responsibility.	Choose 3 successful EOPS students in their last year of coursework to be EOPS Ambassadors.	New initiative for Fall 2008.	Screen current returning student and offer this opportunity. EOPS Ambassadors will go with General Counselor to high schools for EOPS recruitment and meet with other EOPS students to encourage progress.
The EOPS student will have clear goals for the future.	This is demonstrated by the student taking an active role in creating their SEP. The student is responsible for the outcome by following their SEP.	Retention from previous semester; FL06: 51%, SP07: 67%, FL07: 65%, SP08: 65% Graduation Rate: 04-05: 19 graduates 05-06: 12 graduates 06-07: 15 graduates 07-08: 34 graduates	Increase in retention, GPA, and completion rate result in more students graduating.

Student Learning Outcomes Assessment Form

Facilities

Assessment:

The Facilities Department was developed in 2008 and has developed a work plan and goals that will compliment the Districts overall Education and Master Plans. Although the Facilities department does not deal with any student courses or specific programs, the department is responsible for providing the facilities needed to provide the programs needed to have a successful educational experience. Numerous committees and meetings are held prior to and during the construction of new facilities. This integrated approach provides each department the ability to ensure that the department's needs are met. This departmental interaction also helps to reduce costs that would end up as extras for the projects thus prudently maximizing all funding. Facilities meet with three existing "advisory" groups: Citizens Oversight Committee, Construction meetings – to update college staff, contractors and architects – and Campus Facilities Committee. Meeting information is kept for each group and these can be found in the Facilities trailer.

Student Learning Outcomes Assessment Form

M & O

Assessment:

The Maintenance & Operations Department has been in existence since 1984 when the first phase of the future Copper Mountain College opened its doors to the public. The work plan and goals of M&O are designed to complement the District's overall Education and Master Plans. Although M&O does not deal with student courses or specific programs, the department does provide direct physical support to these areas and is responsible for providing maintenance and custodial care along with a safe and secure educational environment designed for the success of every student.

Fiscal Services/Business Office

Student Learning Outcomes Assessment Form

Course and/or Program Outcomes	Assessment Methodology	Results	Commentary/Work Plan
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*SLO's may not apply to Business Services, however the Division recognizes that efficiency, timely and accurate budget information is necessary for campus operations, student success and indirectly student learning outcomes. Evaluation and progress for the office goals identified on the Work Plan can be tracked and/or verified through audit reports, system office report compliance and review of Budget Development Committee minutes. These and other reports or minutes are kept on file in the Business Office.