Student Learning Outcomes

ACRT-2011

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. List your degree and certificate student learning outcomes. In which courses do students learn each one?

<table>
<thead>
<tr>
<th>A.S.</th>
<th>Master Collision Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mechanical and Electrical Components</td>
</tr>
<tr>
<td></td>
<td>Nonstructural Damage Repair</td>
</tr>
<tr>
<td></td>
<td>Painting and Refinishing</td>
</tr>
<tr>
<td></td>
<td>Structural Damage Repair</td>
</tr>
<tr>
<td></td>
<td>Electrical Vehicle Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate of Achievement</th>
<th>Master Collision Repair</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Structural Damage Repair</td>
</tr>
<tr>
<td></td>
<td>Electrical Vehicle Specialist</td>
</tr>
</tbody>
</table>

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)
Students demonstrate their knowledge through multiple choice tests, research papers and lab practical finals where they have to demonstrate their skill level. Courses are all primarily hand on and project based. Students are assessed individually for their progress and how they advance their skill level throughout the semester.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

3. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes require new resources or a reallocation of resources? If so, explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

III. Course Level Outcomes:
1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

As a Career Technical Education program, Auto Collision Repair is continuously updating its curriculum to stay current with evolving technology. Each time the curriculum changes, the SLO’s are evaluated and aligned to the curriculum. We also update our curriculum to meet ASE and industry standards so that our students are prepared for ASE certification.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

We are continuously updating and revising our curriculum to meet ASE and industry standards. The changing curriculum will also involve the updating and aligning of SLO’s. Our Advisory Committee plays an important role in updating and revising our curriculum. We meet annually to insure we meet the needs of the changing Auto Collision Repair industry.
Student Learning Outcomes

COUR-2011

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. List your degree and certificate student learning outcomes.

<table>
<thead>
<tr>
<th>In which courses do students learn each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUR 110 through COUR 210/225</td>
</tr>
<tr>
<td>COUR 167</td>
</tr>
<tr>
<td>COUR 169B</td>
</tr>
<tr>
<td>COUR 282A</td>
</tr>
<tr>
<td>WE 298B</td>
</tr>
</tbody>
</table>

- appropriately and professionally apply the court reporting process in the workplace.

- demonstrate the ability to stenographically record verbatim testimony for a specified period of time at a specific speed and transcribe the testimony within a specified time using a word processor or court reporting transcription software at a specified rate of accuracy.

- demonstrate proficiency in English grammar, sentence structure, capitalization, punctuation, spelling, and general vocabulary including common synonyms and homonyms.

- demonstrate proficiency in basic legal
2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

*Students are tested several times per day in their machine shorthand classes. These are performance-based assessments. Instructors analyze students' daily transcription and provide feedback to bring transcription quality to a professional level.

*Students complete weekly transcription exercises which assess their spelling, grammar and punctuation skills.

*Weekly CSR Exam Readiness quizzes, which mimic the written portion of the CSR exam, assess students' readiness to pass that exam and identify weaknesses that students can then address well in advance of taking the actual exam. These quizzes, like the exam, include questions on English vocabulary, grammar and punctuation, professional court reporting practices, medical and legal terminology and California law.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

n/a
3. GE Rubrics:
- If you used the shared GE rubrics, what did you learn? (Report your findings.)
- What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

n/a

III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

   We assess our Student Learning Outcomes in our speedbuilding classes on a daily basis through performance-based skills testing. Court trial or deposition testimony is simulated in these classes at speeds ranging from 75 to 225-plus words per minute for a specified length of time ranging from two minutes to ten minutes. Students then must transcribe these tests within a designated time period (1 to 3 hours) at a designated level of verbatim accuracy (90% – 98.2%). These procedures allow us to track achievement of the major SLOs of our classes.

   In the last year, five students have passed the final skill test required to sit for state licensure. Three of these students participated in the state exam on 2/3/12, and the two others will sit for the June exam.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

   Our current assessment tools seem to be adequate.
Student Learning Outcomes

EC-2011

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and sup backgroun
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills as scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supported conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. List your degree and certificate student learning outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>In which courses do students learn each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate understanding of the needs, the characteristics and multiple influences on development of children from birth to age eight as related to high quality care and education of young children.</td>
<td>All - ECE101 &amp; 110 teach the characteristics and influences on development. Other ECE courses approach specific areas of concentration to integrate the understanding as related to high quality care and education.</td>
</tr>
<tr>
<td>2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children</td>
<td>ECE114, 115, 280 and 281 are the courses with broadest coverage of this SLO. ECE courses approach specific topics (emergent literacy, math &amp; science) to integrate these specific topic focus into the broader SLO.</td>
</tr>
<tr>
<td>3. Apply effective guidance and interaction strategies that support all children’s social learning, identity and self-confidence.</td>
<td>ECE114, 280, 281, 355, and 225 have the most explicit content relative to this SLO. It represents fundamentals of quality ECE programs and is touched on in all courses.</td>
</tr>
<tr>
<td>4. Develop strategies that promote partnerships between programs, teachers, families and their communities.</td>
<td>ECE112, 208 and 222 have the most explicit content relative to this SLO. It represents fundamentals of quality ECE programs and is touched on in all courses.</td>
</tr>
<tr>
<td>5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the ECE/CD profession.</td>
<td>ECE114, 220A, 220B, 280, 281 and 295 have the most explicit content relative to this SLO.</td>
</tr>
</tbody>
</table>

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   Yes
2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

   As one would intend for GE SLO, each one is embedded to some extent in our GE classes. Not all are equally stressed or assessed however.

   ECE110: particularly emphasizes:
   2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
   1. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supported conclusions.

   All students observe a child for a specific amount of time, recording their observations using a method that requires objective description of behaviors. Then, using the factual observational data, the students interpret the meaning of the behavior and its reflection of developmental levels using course information on Child Development. Students must be able to demonstrate some level of mastery of the emphasized GE SLO in order to pass the assignment. Most students are successful in demonstrating mastery of this topic.

   ECE112 emphasizes and assess all of the GE SLO. There are specific assignments that reflect the competencies represented by the GE SLO. Grading rubrics for the assignments provide students with feedback on how they have applied skills to the specific requirements of that assignment. The rubrics and student results inform faculty on each student’s progress relative to course and GE SLO. Success rates for students in ECE112 are good, indicating general achievement of the GE SLO. As with any other class and/or assignment, faculty analyzes the errors in unsuccessful assignments in order to modify/clarify instruction or assignment characteristics to address any areas of weakness identified. See sample ECE112 syllabus for specific assignments and rubrics.

   1. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What did you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes result in new resources? How? Explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

   n/a

III. Course Level Outcomes:
1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given summarize the results.

   All ECE faculty are committed to assessing the SLO defined for any course they teach. ECE faculty discussed measurement of SLO and looked at samples from CM faculty and Merritt College for measurement and reporting of course level SLO. Individual faculty implemented SLO measurement and modified instruction as a result of analysis of that data. Because SLO measurement is protected for use by individual faculty, I am unable to report on the actions of faculty who did not make those results available to me.
I can, however, discuss and provide information regarding my own assessment and reflection of SLO achievement in courses that I teach.

In every course that I teach, I ask for an evaluation at the end of the class. Evaluation forms ask students to self-report achievement of course SLO. Samples are attached. Those evaluations are reviewed and analyzed, particularly in regard to which SLO students indicated achievement was not met, partially met or they were not really sure. I also create a document for each class that I teach that lists the course SLO and how I will measure each of them. Samples are attached.

The class I have most frequently taught and assessed SLO is ECE101. I taught one section of ECE101 in Fall 2010 and two sections in Spring 2011. Based on the in-class video analysis results in Fall 2010 as well as student assessment of achievement of the course SLO “Evaluate appropriate and inappropriate practice in adult/child interactions,” I changed my choice of videos and used only 3 video clips (one infant/toddler, one preschool and one school-age) for the in-class video analysis exercise. Although student success with the in-class exercise was improved in both Spring 2011 sections, student evaluation of achievement of the SLO still was ranked “not really sure” or “partially met” by about 1/3 of the students.

Close examination of the course outline and content and topics for ECE101 reveals that this SLO is not a top priority achievement in relation to the content of the course. Students should report some degree of achievement of this SLO, but it is likely to be at more of a knowledge or comprehension level than the more sophisticated application, analysis, synthesis or evaluation levels.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Based on the in-class video analysis results for ECE101 in Fall 2010 as well as student assessment of achievement of the course SLO “Evaluate appropriate and inappropriate practice in adult/child interactions,” I changed my choice of videos and used only 3 video clips (one infant/toddler, one preschool and one school-age) for the in-class video analysis exercise. Although student success with the in-class exercise was improved in both Spring 2011 sections, student evaluation of achievement of the SLO still was ranked “not really sure” or “partially met” by about 1/3 of the students.

I will teach the course again in Spring 2012. I plan to use the same video selections as used in Spring 2011 but frame the presentation differently. I will introduce the class meeting and task clearly as related to the SLO “Evaluate appropriate and inappropriate practice in adult/child interactions.” By focusing student attention on the purpose of the activity and its relationship to a specific SLO, I hope that students will be able to recognize and report greater achievement of that SLO.
# Student Learning Outcomes

**ELEC-2011**

## Five College Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

## I. Degrees and Certificates

1. List your degree and certificate student learning outcomes. 

   In which courses do students learn each one?

   - **none at this time**

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

   - **NA**

## II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

   - **No**

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

   - **No**
3. GE Rubrics:
• If you used the shared GE rubrics, what did you learn? (Report your findings.)
• What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
• Will these changes require new resources or a reallocation of resources? If so, explain using data.
• How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

III. Course Level Outcomes:
1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

Students in the current Solar Installation Course are eligible to take a National Solar Certification Test. After every course we review the outcomes of this National Test and review our course level goals. Unfortunately, we cannot discover the questions the students actually miss on the National Test but in discussions with the students get to areas where they feel they were weak. Based on those discussions the course content and outcome change. We also have to separate those students who take the National Test but are not ready. We encourage the students to take the test if they feel they are ready. We do advise those students in area they need to improve.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Course content in specific areas is changed due to the SLO assessments. An example in the solar area – National Tests started to include many battery based units. These are used heavily in the mid-west and east. Since students may travel to different areas for work, we have increased our instruction in these systems.
**Student Learning Outcomes**

**ELND-2011**

Five College Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources – print and/or electronic.

**I. Degrees and Certificates**

1. List your degree and certificate student learning outcomes.

<table>
<thead>
<tr>
<th>AS. Environmental Landscaping: Landscaping, Organic Farming and Gardening</th>
<th>In which courses do students learn each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completion of this degree, students should be able to:</td>
<td>ELND 109S: SLO’s A, B and C</td>
</tr>
<tr>
<td>A. Recognize general ecological and economical principles reflected in the design, installation and maintenance of Landscapes, gardens and farms</td>
<td>ELND 109F: &quot; &quot;</td>
</tr>
<tr>
<td>B. Identify major components of the soil which determine the ecological sustainability of landscapes, gardens and farms.</td>
<td>ELND 115S: SLO A</td>
</tr>
<tr>
<td>C. Compare diverse horticultural practices inherent in ecologically sustainable landscapes, gardens and farms.</td>
<td>ELND 115F ;SLO C</td>
</tr>
<tr>
<td></td>
<td>ELND 150: SLO B</td>
</tr>
<tr>
<td></td>
<td>ELND 160: SLO B</td>
</tr>
<tr>
<td></td>
<td>The instructors which teach the classes required for this degree should address the required course SLO’s. These course SLO’s are designed to address the requirements of this Degree.</td>
</tr>
<tr>
<td></td>
<td>In the classes I teach student learn all of them. I can not address this matter for classes I do not teach. This should be done by the instructors who teach those classes.</td>
</tr>
</tbody>
</table>

Certificate of Achievement in ELND:

Certificate of Achievement in Environmental Landscaping: Landscape and Garden Design

<table>
<thead>
<tr>
<th>After completion of this degree, students</th>
<th></th>
</tr>
</thead>
</table>
should be able to:

A. Recognize general ecological and economical principles reflected in the design, installation and maintenance of Landscapes, gardens and farms

B. Identify major components of the soil which determine the ecological sustainability of landscapes, gardens and farms.

C. Compare diverse horticultural practices inherent in ecologically sustainable landscapes, gardens and farms.

<table>
<thead>
<tr>
<th>Certificate of Achievement in ELND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Achievement in Environmental Landscaping: Landscape, Organic Farm and Garden Production</td>
</tr>
</tbody>
</table>

After completion of this degree students will be able to:

A. Devise a plan to establish a garden, landscape or farm
B. Explain sequence of horticultural and ecological principles that should be followed to establish a garden, landscape or farm
C. Contrast horticultural and ecological practices applied in gardens, landscapes and farms

| ELND 101: SLO's A, B, and C |
| ELND 109S |
| ELND 115F: SLO's A, B and C |
| ELND 120A: SLO A, B and C |
| ELND 120B : SLO’s A, B and C |
| ELND 140: SLO’s A, B and C |

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

I assess my students based on multiple choice and essay tests, term papers, class presentations

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please
describe the assessment and who it was given to and then summarize the results.

N/A

3. GE Rubrics:
• If you used the shared GE rubrics, what did you learn? (Report your findings.)
• What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
• Will these changes require new resources or a reallocation of resources? If so, explain using data.
• How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

N/A

III. Course Level Outcomes:
1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

I have assessed all the SLO’s for all the classes I have recently taught in the Landscaping Department. I plan my lectures to address each of the the SLO’s in the course outlines and design tests to assess if the students learned those SLO’s.

Description of the Assessments:

To assess my classes, I give multiple choice tests, essay tests and term papers. I build my questions in the tests in such a way that address each of the SLO’s for my classes. The papers I assigned are designed that to complete them, students address SLO’s for the class.

Summary of Results:

I have found that following SLO’s when I teach my classes, my instruction is well organized and students conclude that the class is well planned. Most of the students learned the SLO’s of the classes I have taught.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Improvements I have made:

I have devised better questions to assess how well students are learning the SLO’s of my classes. For example very specific multiply choice tests, more general essay questions and applied term papers that allow the students to use critical thinking related to the SLO’s of my classes.
Student Learning Outcomes

MACH-2011

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. List your degree and certificate student learning outcomes.

We do not offer degrees or certificates for Welding but students can apply for a Welding Certification through the local unions or by making an appointment with a Certified Welding Inspector to take the test(s).

In which courses do students learn each one?

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No
2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

3. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes require new resources or a reallocation of resources? If so, explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

   Yes. The results were that the SLO’s are appropriate for the current curriculum

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

   Continue to review the course and modify the curriculum and SLO’s as necessary to provide the students with the best information and guidance in achieving their goals.
Student Learning Outcomes

MMST-2011

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. List your degree and certificate student learning outcomes.

MULTIMEDIA STUDIES STUDENT LEARNING OUTCOMES
In the Multimedia Studies Program we teach students to approach problems from both creative and technical viewpoints? using the creative process to solve technical problems, and a technical perspective to generate a new creative vision. Through a series of sequential courses, the creative and technical skills of each student are expected to progress towards the skills of a professional in their field. Each Specialty contains appropriate topics required as preparation for a career in one of the respective Specialty categories. The course requirements to complete each Multimedia Studies Specialty are within the following four groups: ~Beginner experience ~Student experience ~Intermediate experience ~Advanced experience To allow students with existing degrees and/or industry experience to have access to specific job-skill training, a fifth group of courses...
exists. These elective courses are necessary to advance current skills to maintain careers in the highly, competitive multimedia industry. This group is categorized as ? Professional experience.? The MMST program has defined the aforementioned groups as the five Stages of Success for its students:
Stage 1: Beginner. No foundation skills, and little to no experience solving problems. Produces work that is limited in quality and by their experience.
Stage 2: Student. Limited skills, minimal experience, and a beginning problem solver. Produces work that addresses objective, but limited in quality.
Stage 3: Intermediate. Basic skills, some experience, and can solve average problems. Produces work that meets the objective, and quality requirements.
Stage 4: Advanced. Highly skilled, experienced, and can solve difficult problems. Produces advanced level work that exceeds the objective and requirements.
Stage 5: Professional. Proficient skills, practiced experience, and can solve complex, problems. Produces professional level work that is indistinguishable from current working professionals.
These Five Stages of Success work within each of the three Multimedia Studies Specialty options to sequentially develop skills for a wide range of students. Student Success is optimized through a sequence of courses that refine and increase skills as required for current and future employment in the multimedia industry.

AUTHORING STUDENT LEARNING OUTCOMES
Upon completion of this specialty, students will be able to:
1. Assess and critique a wide range of digital media content.
2. Evaluate the ease of use and effectiveness of Web site interfaces.
3. Identify the components of effective and attractive web pages.
4. Plan and organize elements and content for any size web site.
5. Use communication theory to effectively convey information on a web
6. Use color, composition and typography for a web site that is aesthetic and functional.
7. Set up and run web-server software on a local computer.
8. Design and create attractive web page layouts using CSS.
9. Add dynamic and interactive content (e.g. animation, audio, video, tools and games).
10. Use content management software to modify and create CSS-based page templates.
11. Author and successfully publish a web site scalable to any needed size.
12. Evaluate and identify the characteristics of a professional portfolio.
13. Present themselves and their work with greater confidence.
14. Independently continue to develop and update a professional body of work.
15. Independently develop and update digital tool (software and hardware) skills and abilities.

DESIGN STUDENT LEARNING OUTCOMES
Upon completion of this specialty, students will be able to:
1. Assess and critique the design of a wide range of media content.
2. Articulate their visual designs using current terms and vocabulary.
3. Evaluate the ease of use and effectiveness of Web site interfaces.
4. Identify the components of effective and attractive design.
5. Create unique projects by using comparative analysis and research.
6. Compare and categorize both successful and unsuccessful designs.
7. Plan and organize elements and content for any design project.
8. Communicate their ideas using visual contrast and strong concepts.
9. Apply the RGB and CMYK color spaces accurately.
10. Use color, composition and typography to create a personal aesthetic and style.
11. Develop automated methods for production and development.
12. Evaluate and identify the characteristics of a professional portfolio.
13. Present themselves and their work with greater confidence.
14. Independently continue to develop and update a professional body of work.

The following Core courses:
- MMST 101
- MMST 110
- MMST 111
- MMST 200
- MMST 213

And all Authoring courses:
- MMST 131a
- MMST 131b
- MMST 131c

The following Core courses:
- MMST 101
- MMST 110
- MMST 111
- MMST 200
- MMST 213

And all Design courses:
- MMST 112
- MMST 122
- MMST 150
- MMST 151
- MMST 160
- MMST 161
15. Independently develop and update design skills and abilities.

<table>
<thead>
<tr>
<th>ENTERTAINMENT STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Upon completion of this specialty, students will be able to:</td>
</tr>
<tr>
<td>2. Assess and critique a wide range of entertainment media content.</td>
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<tr>
<td>3. Demonstrate and apply common terms for entertainment media (e.g. 3D, animation, games, movies, etc.).</td>
</tr>
<tr>
<td>4. Compare and categorize both successful and unsuccessful entertainment media (games, movies, videos etc.).</td>
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<tr>
<td>5. Identify the components of effective media content.</td>
</tr>
<tr>
<td>6. Plan and organize elements, assets, and content for a variety of media types.</td>
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<tr>
<td>7. Use color, composition and typography for a web site that is aesthetic and functional.</td>
</tr>
<tr>
<td>8. Combine personal aesthetic with conceptual knowledge for successful projects.</td>
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<tr>
<td>9. Apply the RGB color space and correct pixel ratio accurately.</td>
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<tr>
<td>10. Apply techniques (digital or traditional lighting) that enhance the idea, story, scene, or image.</td>
</tr>
<tr>
<td>11. Assess and apply a variety of methods to export media types for multiple purposes and/or delivery types.</td>
</tr>
<tr>
<td>12. Evaluate and identify the characteristics of a professional portfolio.</td>
</tr>
<tr>
<td>13. Present themselves and their work with greater confidence.</td>
</tr>
<tr>
<td>14. Independently continue to develop and update a professional body of work.</td>
</tr>
<tr>
<td>15. Independently develop and update digital tool (software and hardware) skills and abilities.</td>
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</tbody>
</table>

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</tbody>
</table>

<table>
<thead>
<tr>
<th>And all Entertainment courses:</th>
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<tbody>
<tr>
<td>MMST 124</td>
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<tr>
<td>MMST 125</td>
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<td>MMST 142</td>
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<td>MMST 146</td>
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<td>MMST 166</td>
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<td>MMST 173</td>
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<td>MMST 176</td>
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</tbody>
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<table>
<thead>
<tr>
<th>All Skill (local) Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Carefully following written instructions</td>
</tr>
<tr>
<td>2) File Transfer Protocol</td>
</tr>
<tr>
<td>3) File Management</td>
</tr>
<tr>
<td>4) File backup</td>
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<tr>
<td>5) Software installation</td>
</tr>
<tr>
<td>6) Basic Design Principles</td>
</tr>
<tr>
<td>7) Typography</td>
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</tbody>
</table>

| All MMST courses. |

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)
Course are all primarily hands-on and project-based, so assessment strategies mostly involve the critique of student projects and portfolios. By comparing student work from section to section and semester to semester, it is very apparent when assessment of a project needs to be reviewed or even the pace of an entire course.

Grading rubrics are provided on each assignments handout. The rubrics are within a table which clearly outline 5 levels of points (0-20) for each criterion for a possible total of 100.

Each assignment and its respective criteria are assessed based upon an average of the results of the rubric. Notes are made at the conclusion to revise as needed for improved student success, such as lecture time vs. lab time or external obstacles (such as emergencies or holidays).

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

   No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

   N/A.

3. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes require new resources or a reallocation of resources? If so, explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

   N/A.

III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

   As a CTE program, MMST is required to update its courses every 2-3 years. Each time an MMST course is revised, the SLOs are evaluated and revised as needed to align with the new curriculum of the course.

   When revising the degrees, Certificates of Achievement and the Skill Certificates, MMST Specialty and Programatic SLOs are evaluated and revised as needed.
2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Revising Skill Certificates to be more Career focused to meet the new directive form the CCCC regarding data driven success, especially for CTE programs.

This may require revising and updating the Certificates of Achievement and Degree Specialties to align with the new Skill Certificate objectives as incremental levels of success (i.e. two Skill Certificates equals one Certificate of Achievement, which requires the additional GE requirements for an AS Degree).