African-American Studies- Assessment Update Fall 2011

1. What courses/certificates/programs have you assessed this past year?
   In 2010, 2 out of 2 courses assessed one SLO. None were completed in calendar year 2011. No Af-Am program has yet been approved, so no Program SLOs have been adopted.

2. Summarize the analysis of your assessment results for courses in your area.
   Analysis began in this discipline in Spring 2010 when Af-Am 4 was assessed. In Af-Am 4, one SLO was assessed, and it was found that students had a weaker grasp of that material than was expected. In Af-Am 2 (assessed the next semester), no change was made. Since then, that instructor has moved away, and new instructors are teaching each course. Curriculum for both courses is in development, and new SLOs are being considered.

3. How have the results of your assessments been shared and discussed among the members of your program? There was, until this semester, only one Af-Am instructor. The two instructors currently employed at LAMC have not yet assessed their courses.

4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?
   NONE exists.

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).
   In Af-Am 4, Daniel Hodge, the previous instructor, adopted an extra paper focused on the topic that the assessment in that course found lacking, and that change was made in fall 2010. No changes were made in Af-Am 2.

6. What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.
   Af-Am 2 and Af-Am 4 will be assessed in Fall 2012 (after new curriculum is approved. We will be expanding our assessment from one SLO per assessment to three SLOs per assessment. One instructor will be assessing each course, and the results will be shared during semester-end meetings between, and posted online by, the instructors involved, and reviewed by D’Art Phares.

PROGRAM LEARNING OUTCOME MATRIX

<table>
<thead>
<tr>
<th>COURSE NO. AND NAME</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
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<tr>
<td>Af-Am 2</td>
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<td>Fall 12</td>
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<tr>
<td>Af-Am 4</td>
<td>Sp 2010</td>
<td>Fall 12</td>
<td>Fall 12</td>
</tr>
</tbody>
</table>
History- Assessment Update Fall 2011

1. What courses/certificates/programs have you assessed this past year?
   In 2009 and 2010, 5 out of 5 courses assessed one SLO. None were completed in calendar year 2011.
   No history program has yet been approved, so no Program SLOs have been adopted.

2. Summarize the analysis of your assessment results for courses in your area.
   Analysis began in this discipline in Spring 2009 when History 11 was assessed. Because we offer so few
   sections in history, it is rare that two different instructors will assess a class in the same semester, thus
   preventing comparative analyses of teaching styles. Nevertheless, instructors have received feedback on
   how well students have mastered the material reflected in our SLOs, and instructors have made a number
   of changes in their approaches. In later assessment rounds, we began to consider that the SLOs we created
   were too broad for meaningful assessment of knowledge.

3. How have the results of your assessments been shared and discussed among the members of your
   program? Assessments results have been shared with the faculty of this discipline every semester in
   discipline meetings. SLOs were first discussed on August 17, 2009 during Flex Day activities. Discussion has
   continued on Flex day each year since, usually in conjunction with the division’s Af-Am instructor. Further
   SLO assessment discussions have also taken place during individual faculty evaluations.

4. How have the results of your assessments been shared and discussed with members of your advisory
   committee (if vocational program)?
   NONE exists.

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to
   make (provide dates, description of changes, and person responsible).
   The most important change (which we will be discussing in spring 2012) is a revision to the SLOs en masse.
   The SLOs for history currently involve only knowledge and analysis, and many instructors believe that
   techniques (specifically, analysis of historical documents and/or writing of historical essays) should also be
   reflected. Meanwhile, individuals have altered their teaching in a variety of ways to emphasize more
   clearly points that SLO analysis revealed were not sufficiently mastered by the students. Some instructors
   have added visual materials to better reinforce learning; some have expanded lectures on especially-vital
   topics; some have reconfigured lectures to more clearly emphasize core material; some have added
   weekly homework assignments designed to focus student attention on core material.

6. What is your assessment plan for the program and courses for the upcoming program review period?
   Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.
   Two of the five currently-offered history courses (History 11 and History 86) will be assessed in 2012. We
   will be expanding our assessment from one SLO per assessment to three SLOs per assessment. Various
   instructors will be assessing each course, and the results will be shared during semester-end meetings
   between, and posted online by, the instructors involved, and reviewed by D’Art Phares.

Degree Program: transfer and History AA degree- (TM Degree pending state approval)

Mission: The Department of History at Los Angeles Mission College seeks to contribute to student success by guiding
   them in the history of various cultures through participation in appropriate college courses.

Goals: The Department of History has the following goals:

   • to facilitate student learning in the discipline by using a variety of course offerings with goals of transfer
     or degree completion
   • to prepare students for advanced study in history at the university level and at professional schools in
     other fields
• to develop in students a deeper appreciation for history by showing them how it contributes to a life-
long learning process
• to develop a passion for the discipline and through exposure to the variety of the past and encourage
them to be the change.
• to utilize their newly gained historical expertise to better serve the college, the community and the
humanity at large

PROGRAM LEARNING OUTCOME MATRIX

<table>
<thead>
<tr>
<th>COURSE NO. AND NAME</th>
<th>PLO 1</th>
<th>PLO 2</th>
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<td>Fall 10</td>
<td>Spring 12</td>
<td>Spring 12</td>
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<tr>
<td>History 11</td>
<td>Spring 09</td>
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<tr>
<td>History 86</td>
<td>Fall 09</td>
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<td>Spring 12</td>
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</table>

Philosophy

Degree Program: transfer and Philosophy AA degree-

Mission: The Department of Philosophy at Los Angeles Mission College seeks to contribute to student success by
students acquiring knowledge of the major schools of philosophy and their doctrines and through
participation in appropriate college courses.

1. What courses/certificates/programs have you assessed this past year?
Courses that have been assessed this year include Philosophy 1, 5, 6 and 33.

2. Summarize the analysis of your assessment results for courses in your area.

3. How have the results of your assessments been shared and discussed among the members of
your program? (Provide dates and minutes of meetings or transcript of online discussion)
The results were shared to adjuncts in the discipline through faculty evaluation, departmental meetings
and flex activities. Training on assessment took place on January 28, 2010 and the last meeting took place
on Flex day on 8/25/2011.
4. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**
None exist.

5. **Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).**
The changes that have been made impacted curriculum through updates and revisions of SLO’s. Since this discipline does not have a full time faculty, it has been very challenging to make any changes in the entire discipline. However, faculty have made changes in their individual classes by offering different assignments.

6. **What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.**
Program review was completed this November 2011 and the matrix below reflects the assessment plan. Several courses are completing SLO assessments this Fall 2011 semester by Mark Pursley. In the Spring 2012, Philosophy 20 will be assessed since it has not been offered in recent semester. George Lujan is the instructor of record who will complete this task.

### PROGRAM LEARNING OUTCOME MATRIX

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<thead>
<tr>
<th>COURSE NO. AND NAME</th>
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<th>PLO 3</th>
<th>PLO 4</th>
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<tr>
<td>Philosophy 5</td>
<td>FA11</td>
<td>FA11</td>
<td>Sp12</td>
<td></td>
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<td>Philosophy 6</td>
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<td>Sp11</td>
<td>X</td>
<td></td>
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<tr>
<td>Philosophy 20 (offered once a year)</td>
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<td>X</td>
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<tr>
<td>Philosophy 33</td>
<td>X</td>
<td>FA11</td>
<td>Sp 11</td>
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</tbody>
</table>

### Political Science Discipline- Fall 2011:

1. **What courses/certificates/programs have you assessed this past year?**
Political Science 1 (American Government & Politics) and Political Science 2 (Modern World Governments).

2. **Summarize the analysis of your assessment results for courses in your area.**
   We assessed one Political Science 001 SLO as a department in Spring 2010. We asked three multiple choice questions with one correct answer each, for multiple sections of this course. The questions
were based on the assigned readings on initiatives, referendum, and recall elections. Our findings demonstrated that the students were able to adequately retain the information for the Final Exam. The reading and the follow-up quiz prepared most of the students to learn the material. There were 2 (LEFT BLANK) for each of the three questions.

One Political Science 2 SLO was assessed in Fall 2011 with an essay question. In this essay students compared and contrasted Presidential and Parliamentary systems. The results demonstrated that a majority of the students comprehended these two systems of government and were also able to apply their knowledge to different countries.

3. **How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and minutes of meetings or transcript of online discussion)**
   A discipline meeting took place on March 19, 2010 to discuss SLO assessments and curriculum updates with adjuncts in the discipline. The findings were discussed during flex day break out sessions on August 26, 2010 and issues in increasing student reading comprehension were discussed. As of Fall 2011, the focus for this discipline has been on stability of faculty members and reducing class size. The assessments also caused us to update the AA degree in Political Science during Spring 2011.

4. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**
   n/a

5. **Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).**
   For Political Science 1, modifications to the curriculum include required discussion on the Final Review Sheet and the Final Exam such as the following: A) Evaluate the effectiveness of direct democracy? What are examples of direct democracy? Compare and contrast the initiative, referendum, and the recall processes. What changes would you suggest to improve the system in California? What would be the challenges to the proposed reforms?
   Due to large class size, it was decided that more depth of critical thinking needed to take place and so group assignments were assigned by debating specific topics that were harder to understand.

   For Political Science 2, it appears that students understood the question well. Next time, instead of giving students a list of countries with presidential and parliamentary systems, they might be asked to pick their own examples.

6. **What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.**
   I will be assessing one Political Science 7 (Contemporary World Affairs) in Spring 2012. One essay question will be designed to assess whether students can identify major actors/players in international affairs. Further, the other course SLO’s for Political Science 1 will be assessed by adjuncts in our other disciplines during the Spring 2012 semester.

**Degree Program:** Associate Degree in Political Science (AA) or transfer

**Mission:** The Department of Political Science at Los Angeles Mission College seeks to contribute to student success by transforming them into well-informed individuals and voters through teaching both American and international political institutions, processes, policies, and trends.

**Goals:** The Department of Political Science has the following goals:
• To facilitate student learning in the discipline with variety of courses offerings with goals of transfer or degree completion
• To prepare students for advanced study in political science at the university level, professional schools in other fields, and life-long learning
• To develop passion for the discipline and become agents of social change
• To utilize political science information to service the college, the community, and the country at large

### PROGRAM LEARNING OUTCOME MATRIX

<table>
<thead>
<tr>
<th>COURSE NO. AND NAME</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
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<tbody>
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</tr>
<tr>
<td>Political Science 7</td>
<td>X</td>
<td>Spring 2012</td>
<td>x</td>
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</tbody>
</table>

**Psychology- Fall 2011 Assessment update:**

1. **What courses/certificates/programs have you assessed this past year?**
   
   This year the following programs have been assessed: Psy 1, Psy 41, and Psy 52

2. **Summarize the analysis of your assessment results for courses in your area.**

   **Psychology 41** - The students were able to take experiences from their daily lives and relate them to Lifespan Development. They were able to see how a situation from the text could also occur in the lives of every individual, on any given day. Perhaps future assessments will focus on exactly how the SLO has affected their lives, or the lives of someone they may know.

   **Psychology 52** - 75% of the students were able to address the role of the scientific method by discussing topics, which ranged from early puberty in the current society to multiple teenage pregnancies and responsibility. The students were able to show how the lack of communication about sexual topics with their parents can lead certain individuals to seek out answers elsewhere (peer, television, friends).

   **Psychology 1** - The students were able to take a situation that happened to them within their lifetime and describe it. They were asked to use one goal of psychology (in this case description, and show how description can be applied in real life (relate an event in their life, and describe the event, or tell what occurred), then discuss the outcome. The assessment was straightforward in application, perhaps in the future the essay will ask students to list all four goals of psychology, and provide situations for each goal and how each goal adds to society’s understanding of behavior.
3. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and minutes of meetings or transcript of online discussion)
   The results will be shared and discussed with the psychology adjuncts during the spring semester of 2012, preferably before Spring Break. All discussions regarding the establishment of SLO’s and their assessments will be conducted on a class-by-class basis with the faculty teaching those courses.

4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?
   N/A

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).
   Since the discussion is to take place during the spring, no changes are proposed, but as the discussions occur, modifications and possible amendments will be provided. From previous discussions, we have changed one of the Psychology 1 SLO’s from Describe the major theoretical perspectives in Psychology, to Compare and contrast two theories of psychological development. The change was agreed upon due to the fact that the latter SLO allow for more comprehensive development of psychological theory. The person responsible is Dr. Christopher Williams.

6. What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.
   Currently, all of the psychology courses are scheduled for assessment within the upcoming year. Psychology 1 (slo’s 2 and 3) are to be assessed during the spring of 2012 by various adjuncts teaching the course. Psychology 2 (slo’s 1 and 2) are to be assessed during the spring of 2012 by Dr. Milani and Dr. Johnson. Psychology 14 (slo’s 1 and 2) are to be assessed during the spring of 2012 by Dr. Milani and Dr. Johnson. Psychology 14 (slo’s 1 and 2) are to be assessed during the spring of 2012 by Dr. F. Christopher Williams. Psychology 41 (slo’s 2,3,4) are to be assessed during the spring of 2012 by Dr. Johnson and Dr. Williams. Psychology 52(slo’s 2 and 3) are to be assessed during the spring of 2012 by Dr. Williams.

Degree Program: Associate degree in Psychology (AA) or transfer

Mission: The Department of Psychology at Los Angeles Mission College seeks to contribute to student success by offering courses to acquire knowledge in applied areas of Psychology.

Goals: The Department of Psychology has the following goals:
   • to facilitate student learning in the discipline with a variety of course offerings with goals of transfer or degree completion.
   • Show insight into one’s own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.
   • Weigh evidence, tolerate ambiguity, act ethically, and reflect other values underpinning psychology.
   • Emerge from the major with realistic ideas about how to use psychological knowledge, skills, and values in various occupations and in graduate or professional school.

PROGRAM LEARNING OUTCOME MATRIX

| COURSE NO. AND NAME | PLO | PLO | PLO | PLO | PLO |
Sociology- Assessment Update Fall 2011

It is important for accreditation to answer the following questions:

1. **What courses/certificates/programs have you assessed this past year?**
   
   By the end of the Spring 2011 semester, 12 out of 19 course SLO’s had been assessed in Sociology. And by the end of this Fall 2011 semester, there will be 15 of 19 course SLO assessment completed. Program SLO’s were created this year but assessment will begin when the TM degree has been officially approved by the state.

2. **Summarize the analysis of your assessment results for courses in your area.**

   Analysis began in this discipline in Fall 2009 when all sections of Introduction to Sociology were assessed. We quickly realized that faculty played a key role in ways they covered or didn’t cover certain materials and its impact on student learning. In later assessment rounds, we found that the SLO’s we created were too broad for successful assessment of knowledge.

3. **How have the results of your assessments been shared and discussed among the members of your program?**

   Assessments results have been shared with the faculty of this discipline every semester either in discipline specific meetings or through departmental meetings. On Monday-11/26/07 the Sociology discipline met to create the SLO’s, they were updated on August 17, 2009 during Flex Day activities. Training on assessment took place on January 28, 2010 and the last meeting took place on Flex day on 8/25/2011. Further SLO assessment discussions have also taken place during individual faculty evaluations.

4. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**

   NONE exists.

5. **Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).**

   Many changes have taken place based on assessment results, starting by addressing how faculty cover curriculum in the classroom and its impact on student retaining the material. Second, changes to assignments to incorporate more essay questions rather than multiple choice exams. Third, update
course curriculum and use a variety of assessment methods such as group presentations, journals, and hands on projects.

6. **What is your assessment plan for the program and courses for the upcoming program review period?** Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.

Four course SLO’s will need to be assessed during the Spring 2012 semester because those courses are not offered every semester. The program assessment will begin by Fall 2012 when the TM degree will be approved by the state. Various instructors will be assessing Soc 4 and SOC 24 during the Spring 2012 semester and those reports will be turned in to Myriam Levy.

**Sociology Program SLO:**
Certificate or Degree Program: Associate degree in Sociology (AA) or TM (pending)

**Mission:** The Department of Sociology at Los Angeles Mission College seeks to contribute to student success by sharing the sociological perspectives through teaching various courses.

**Goals:** The Department of Sociology has the following goals:
- to facilitate student learning in the discipline with a variety of course offerings with goals of transfer or degree completion.
- to prepare students for advanced study in sociology at the university level, professional schools in other fields, and life-long learning;
- to develop a passion for the discipline and become an agent of social change.
- to utilize the sociological expertise to service the college, the community and the country at large.

### PROGRAM LEARNING OUTCOME MATRIX-

<table>
<thead>
<tr>
<th>COURSE NO. AND NAME</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
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