

**Ohlone College Program Review**  
**Examples Instructional Program Student Learning Outcomes & Assessments**

**A Direct Assessment that Worked Well**  
**Written Essay - Business Administration Program**  
**Submitted by Christine Bolt**

**Outcome:** Students will demonstrate the ability to explain the current economic conditions in the United States and to identify appropriate fiscal and monetary policy options in relation to the US economy.

**Assessment strategies used:** Performance Assessment-Written essay

**Criteria and standards used to appraise student work:** Criteria for grading in syllabus.

**Assessment results and analysis of student success:** This learning outcome was assessed in the Fall 2008 semester. Since the economic situation in the United States at that time was so tumultuous, it seemed the perfect opportunity to assess students' understanding of current economic events. Explaining the economic situation as of December 2008 and the possible corrective actions would require that students understand all the major concepts related to macroeconomics. In mid-December 2008 macroeconomics students were asked to write essay-type responses to the following questions:

- Name the current economic state, define it, and tell what measures economists have used to determine it.
- What actions can the Federal Government and the Federal Reserve take to improve the current economic situation?
- Students' written responses showed that 100% correctly identified the state of the economy as being in a recession, with 86% able to discuss at least one of more factors that are indicative of recession.
- In analyzing the second question, 88% of the students were able to identify one or more appropriate actions by the government or the Federal Reserve to improve the economic situation and lessen the severity and duration of the recession.

**Revisions in curriculum or teaching strategies used to promote student success:** Several student learning outcomes listed in the previous program review have been eliminated. They were considered to be either too narrow in scope, included already in another student learning outcome, or not measurable as listed. Will continue using this new approach.

**Direct Assessment that Worked Well**  
**Test Questions - Computer Science Program**  
**Submitted by Jon Degallier and Dave Topham**

**Outcome:** Given a specification, design an algorithm and implement the pseudocode to solve the problem.

**Assessment Strategies Used:** Rubric, Performance Assessment, Department Testing

**Criteria and standards used to appraise student work:** We chose one test question out of three, which we hope will give meaningful data as to how SLO #1 is attained. The criteria for the questions follows: (1) The student will have to have understood the problem and pseudocode solution in order to complete one function out of three (the other two being already solved). (2) It will be efficient for the instructor (full time or adjunct) to check the answer, because it is only 5/6 lines of code. (3) This question should work well in an online test of the type 'fill in the blank'. (4) There are 4 rubrics, with examples to guide the instructor with evaluation.

**Assessment results and analysis of student success:**

*SLO Data collected for scholastic year 09:*

<b>Courses</b>	<b>No Clue</b>	<b>Some Proficiency</b>	<b>Close But No Cigar</b>	<b>Got It!</b>
<b>CS 102</b>	<b>7</b>	<b>6</b>	<b>14</b>	<b>11</b>
<b>CS 102</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>CS 175</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>
<b>CS 102</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>12</b>
<b>CS 102</b>	<b>12</b>	<b>5</b>	<b>4</b>	<b>7</b>
<b>CS 170</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>10</b>
<b>Totals</b>	<b>51</b>	<b>24</b>	<b>34</b>	<b>60</b>

Based on the data, we have students on both sides of the spectrum, showing that either students get it or they don't, with little in the middle. This is an expected trend in programming.

**Revisions in curriculum or teaching strategies used to promote student success:**

The CS instructors collecting the data have become aware of the problem (data above) and are talking about ways to incorporate the concept of pseudocode within our programming exercises more than we have before.

**Future Actions – Additional Strategies to improve student learning:** As said above, instructors are discussing ways to build in (more formally) the creation of pseudocode before coding - adjuncts are part of this discussion.

**A Direct Assessment that Worked Well**  
**Portfolio Assessment - Photography Program**  
**Submitted by Paul Mueller**

**Outcome:** Complete an extended photographic project.

**Assessment strategies used:** Portfolio; Culminating project; Skills Assessment

Portfolios will undergo numerous critiques while in progress and once completed. Portfolios will also be assigned a letter grade. Data will be collected and saved on numbers of students completing objective.

**Criteria and standards used to appraise student work:** Student portfolios will be appraised for: their technical quality; evidence of a student's unique voice and style apparent in the approach, scope, and presentation of the work; and cohesiveness with regard to form, content, and meaning.

**Assessment results and analyze student success:**

- **The First Annual Earth Day Photo Contest** was an unprecedented success!
  - Some 75 images were submitted. The quality of work made it difficult to decide the winners but in the end we selected wonderful images by the following 4 photographers: Congratulations to: 1st Place - Juan Sanchez; 2nd Place - Ann Tung; 3rd Place - Kimhak Em; Honorable Mention - Erik Brown
  - The 4 winning photos were placed on display in the lobby of the Newark Campus near the Learning Resource Center and later moved to Fremont LRC (once the Newarkians have had time to both oooh and aaah.)
- **Light The Way: A Photo Book about Ohlone** - A class project under the guidance of Assistant Professor Paul Mueller
  - As a group project my digital photography students made a book about the Ohlone Fremont Campus. They've self-published it and donated a beautiful hardcover 12"X12" copy to the Fremont Campus Library collection. (Dedicated by the authors to Ohlone College Fremont Library on May 19, 2010)
  - They've also made a smaller soft cover version, which like the larger hardcover, is available for sale on [blurb.com](http://www.blurb.com). All profits from sales will go to the Ohlone Photography program.
  - You can buy it here for \$38.95: <http://www.blurb.com/bookstore/detail/1363577>
  - "Light the Way is a collection of photographs taken by the on-campus Digital Photography Students of Ohlone College. The focus of the project was to capture how light plays off of the structural design of Ohlone College. Our objective was to bring light to life. While photography is an individual task, this project taught us to come together to create something as a group. As you will see, everyone has a different point of view; some looked up while others looked down. Some were inspired by the structures while others were inspired by landscape. Some gazed at the light while others gazed at the shadows. A simple directive turned into a complex expression of creativity."

**A Direct Assessment that Worked Well**  
**Oral Speeches assessed by Rubric – Speech Communication**  
**Submitted by Brenda Ahnholz, Kay Harrison, and Teresa Massimo**

**Outcome:** Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

**Assessment strategy used:**

- Use of the rubric in classroom presentations.
- Evaluation of performance reviews by judges at speech and debate tournaments.

**Criteria and standards used to appraise student work:**

- Speech 101 – PUBLIC SPEAKING Rubric
- Instructor:            K. Harrison  
                                   T. Massimo  
                                   B. Ahnholz
- Speaking Assignment:  First/Introductory Speech  
                                   Informative Speech  
                                   Persuasive Speech

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• Content	5	4	3	2	1
• Organization		5	4	3	2    1
• Delivery		5	4	3	2    1
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• Scale		5=A	4=B	3=C	2=D    1=F

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**Assessment results and analysis of student success:**

The three full-time faculty in the department used the same rubric for four sections of SPCH 101-Public Speaking during the fall semester of 2009.

Public Speaking (Spch 101) Evaluation rubric provides the standards and criteria for evaluating the introductory speech, the informative speech and the persuasive speech.

The time line:

Fall 2009: Data collected from 2 online sections and 2 classroom sections. Data on 3 speeches in 4 sections will give us approximately 480 speeches for our assessment. We project that this will give us statistically significant data.

Spring 2010: Analysis and interpretation of data and suggestions for improvements.

SLO#4 Data tables attached to program review module.

Analysis: We hoped to prove that students using the in-person lab vs. the online would show statistically higher grades in delivery (verbal & nonverbal) over the course of the semester. We did find that delivery improves as students do more speeches throughout the semester. These findings were statistically significant. However, we were unable to show that the sections that used the in-person lab were significantly different from the sections that used the online lab because we did not tie the data to the number of hours spent in the lab. From these data we learned that more practice and more experience giving speeches improves delivery (SLO#4). Secondly, when collecting these data in the future, we need tie delivery performance with the number of practice/lab hours.

**Revisions in curriculum or teaching strategies used to promote student success:**

Continued use of the Lab and a more structured approach to requiring student use of the lab. We are currently revising both tutor/consultant training and lab modules for student use in the lab. In addition, in the future we will have each student tape a speech in the lab and it will be e-mailed to both the student and the instructor.

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**An Indirect Assessment that Worked Well**  
**Survey - Learning Resource Center and Library**  
**Submitted by Barbara Duggal, KG Greenstein, Kathy Sparling**

**Outcome:** Students who receive library instruction or use library services and collections will, in accordance with their level of contact with the library, demonstrate one or more core information competencies. They will:

- Access needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

**Assessment strategies used:** Skills Assessment; Faculty and student surveys

**Criteria and standards used to appraise student work:** LS-101 (Steps to Successful Research) and LS-151 (Internet for Research) explicitly teach and assess progress in mastering information competency concepts. The course outlines for LS 101 and 151 include student learning outcomes directly related to information competency. By definition then, students who successfully complete these courses are achieving success with our program learning outcomes. Analyzing data from the California Community College Chancellor's Office Datamart system reveals positive trends in the numbers of students we are reaching through Library Science course work, in their retention in these classes, and in successful course completion rates. Program assessments for non-credit library instruction include surveys eliciting qualitative data from instructors with whom library faculty have collaborated and provided customized instruction. Recently piloted is a program of pre- and post-tests that assess knowledge and skills acquired within these customized instructional sessions delivered by library faculty. Student surveys have collected qualitative data assessing the full-range of library services.

**Assessment results and analysis:** In this section, we discuss assessment of non-credit library instruction sessions taught by librarians. In fall 2009, we surveyed faculty for whom librarians provided customized library instruction. 100% of faculty respondents reported improvement on several measures of information competency including locating and evaluating a variety of information resources, resulting in an improved ability to deliver papers/projects/assignments. Preliminary results from the Pre- and Post tests administered for non-credit library faculty-taught instructional sessions demonstrate that SLOs designated for the sessions are being achieved by a significant percentage of students attending, thus increasing their acquisition of research skills and information.

**Revisions in curriculum or teaching strategies used to promote student success:** The previous Library Program Review outlined the need to collaborate with faculty in other departments to infuse information competencies into curriculum. To that end, librarians developed the online English 101A Research Skills lab during the Fall 2009 semester in partnership with English faculty. Ongoing assessments of the effectiveness of the Lab are underway. In part dependent on an increase in library staffing, efforts to expand the infusion of information competencies across the curriculum are ongoing.

**An Indirect Assessment that Worked Well**  
**Self Assessments through Surveys - Study Abroad**  
**Submitted by Kay Harrison and Eddie West**

**Outcome:** Appreciation of Other Cultures: As one consequence of participating in a Study Abroad program, the student will be encouraged to develop appreciation of visual, cultural, historical and culinary aspects of other cultures.

**Assessment strategies used:** Students will complete pre and post-trip self surveys of their knowledge of the visual, cultural, historical and culinary aspects of the host culture.

**Criteria and standards used to appraise student work:** Pre and post-trip self surveys of the host culture(s) will be collected and documented by the lead instructor.

**Assessment results and analysis:** Pre and post-trip survey results are attached to Program Review. The pre-trip surveys revealed limited knowledge of the history, art, architecture and cuisine of the destination country.

**Revisions in curriculum or teaching strategies:** This section is in development.

Note: Assessment Plan is included in the Future Actions.