

West Hills College Coalinga Program Level Student Learning Outcome Planning Guide and Results

Save the file in the portal with a department name and year the program will go through program review. For example if it is the Math department and your next PR is in 2012 then save as PSLO-MATH-2012.

Program Name: DSPTS
Year of Program Review: 2011
Originator(s): Tom Winters
Date: 1/18/2011

Program Level Student Learning Outcome

	Program Level Student Learning Outcome <i>State your Program Level Student Learning Outcome below. You are required to write at least 2 SLOs per degree/certificate/program. If there are degrees or certificates within your program, you are not required to write PSLOs for Program Review. More rows may be added. For the "PROGRAM" line, state either "Program Review" or name the degree or certificate that is being assessed. In the next column state the Core Competencies for the Program Level SLOs. List at least 2 different Core Competencies in the next column. List them as Roman numerals I to VI.</i>	CC
P1	PROGRAM: Program Review	V
	SLO: Students will demonstrate the use of the Kurzweil Reader using a 6 point list.	
P2	PROGRAM: Program Review	II
	SLO: Students will write a single source research paper.	
P3	PROGRAM:	
	SLO:	
P4	PROGRAM:	
	SLO:	
P5	PROGRAM:	
	SLO:	
P6	PROGRAM:	
	SLO:	

Program Level Mapping

Courses <i>List courses in your program and map to the appropriate PSLOs.</i>	P1	P2	P3	P4	P5	P6
GS 61	1	2				
ENG 70	1					
ENG 89	1	2				

*Indicate which Course level SLO is taught by stating the number of the SLO of that course.

Assessment Mapping

All course level assessment mapping

Place an 'X' when each of the courses will be assessed so that all course and program level SLOs are assessed before Program Review. You don't need to put any 'X' after your program review, since your SLOs might change.

COURSES	FALL 2010	SPRING 2011	FALL 2011	SPRING 2012	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016
GS 61		X				X		PR				
ENG 70		X				X		PR				
ENG 89		X				X		PR				

For non-vocational programs, place a “PR” in the year that you will do Program Review. During the year, you will go over all the PSLOs in order to include in your program review. For vocational programs, you may continuously assess your SLOs during your program review semester or place a “PR” in that semester.

Program Level Student Learning Outcome Results

	<p>Program SLO Results of Assessment – DURING PROGRAM REVIEW <i>Summarize the assessment results of all courses that have been assessed for the program. In other words, what does the relevant SLO assessment data tell you about student learning in this program.</i></p>
1	In general, students are acquiring useful adaptive skills for success in college and life. more independent
2	In GS 61 and English 89, students are learning adaptive technology skills that will be useful to them in their content area classes. Particularly they are learning technology based strategies that will help them to meet the requirements of WHCC English classes and complete written assignments in other classes.
3	In English 70, students are acquiring skills that will contribute to their independent functioning in the home and in the community.
4	
5	
6	

Program Level Student Learning Outcome Improvements

	<p>Program SLO Planning/implementing changes - DURING PROGRAM REVIEW <i>Use the assessment results from the previous section to state if you had/intend to have changes to pedagogy, methodology, or curriculum. Describe any changes implemented. If no changes are/were planned, explain why. State any funding needs at this time.</i></p>
1	The SLO activity tends to confirm the usefulness of the current program approach. DSPPS aims to provide an integrated matrix of services, learning resources and instruction to support students and provide needed accommodations for their success in mainstream classes. The SLO's tend to confirm the usefulness of the instructional component.
2	Most students appear to be mastering the material, but the SLO research indicates that some students may need more practice time with the technology in order to learn and retain the material.
3	Instructors expressed the intent to start instruction in critical technology areas earlier in the semester and to assign an increased amount of review work in those areas during the semester.
4	The altered approach will not require additional funding.
5	
6	