Program Student Learning Outcomes (PSLOs) for all Folsom Lake College (FLC) programs can be found in the FLC Catalog. The results of PSLO assessments are reported in Annual Department Plans; the information below is excerpted from the most recent department plans.

**Accounting & Business (AA Degree and Certificate)**
A review of the program student outcomes shows a discrepancy between the courses used to demonstrate competency between the Small Business Management/Entrepreneurship AA degree and the Small Business Management/Entrepreneurship Certificate program. This discrepancy has launched a review of these two programs in order to develop similar list of courses which will ensure learning outcomes and also provide stackable programs. Curriculum review and revisions will occur Spring 2014. There are other areas of concern identified for programs in the Accounting and Business Area specifically: Accounting has programs with courses that are not offered. Public Management and Non-Profit Organizational Management programs are experiencing low enrollments, low completion rates, and high drop rates in the courses for these programs. Interdisciplinary Studies needs to be developed and degree programs new to be identified that support a specific emphasis which promotes transfer to four-year universities.

**Administration of Justice (AA and AS-T Degree)**
Students are achieving at very high levels in both the Administration of Justice Degree programs and the Fire Technology Degree and Certificate programs. As the PSLOs were mapped back to course level strategies for student success, the same course level strategies will be used as listed in section I.D.2. of this report to maintain high levels of PSLO achievement for all programs in the DPSE.

**Art (AA Degree)**
Course level assessments imply that some SLOs were revised to better reflect the outcomes. The department has noted that there is an overall lack of reading and writing skills from students.

**Biology (AS Degree)**
Six students plan to eventually graduate with an A.S. degree in Biology. Of the 10 who are not graduating with an A.S. degree, reasons vary from “not wanting to take a P.E. class” to “transferring to a UC next year.” 11/16 students plan to transfer to UC Davis. The other 5 are either undecided, or going to UCSB, Humboldt State, or SJSU. Average scores on a scale of 1-4 (least to most confident) ranged from 3.375 to 3.9375) On average, students rated their ability to “engage in free exchange of ideas to support creative problem solving” highest. The lowest rating
was for their ability to “clearly communicate scientific information, both orally and in written form, to diverse audiences.” These results suggest that courses in the department may emphasize developing ways to present scientific information either orally and/or in written form to other scientists, peers (other students), and/or the general public. Students were also asked for comments related to PSLO assessment. All response data on PSLOs and student comments are appended in a spreadsheet. Link to assessment documents: https://drive.google.com/file/d/0B5Kredf_fYwbd1ZQS0NucnpOWnc/edit?usp=sharing

Communication Studies (AA-T Degree and Certificate)

With the assistance of Admissions & Records, I was able to get the student IDs of the 12 COMM graduates last spring (Spring 13). I sent surveys to those students’ iMail accounts. The survey listed our PSLOs and ask students to address to level to which they believed they achieved those SLOs. Only one student responded. Because this survey was administered by a faculty member using campus email, and because email inboxes are ridiculously small in size given the volume of emails we must manage, the one response received was inadvertently deleted from the instructor’s inbox. This further reinforces the notion that surveys SHOULD NOT be administered by faculty. (My recollection is that the survey response was quite favorable from the single male student who responded.)

Computer Information Science (AS and Certificate)
Program SLO assessment work is still underway.

Dance (AA Degree)
The Dance Department has celebrated two graduates since the availability of the A.A. Degree in Dance Studies came available in S14. Both graduates are working as dance instructors at local studios, therefore clearly were able to formulate a plan and execute this plan to work professionally. Several other FLC students in the dance program have transferred to Dance programs at both the UC (Riverside and Irvine) and CSU (Sac State and Fullerton) programs. Moreover, another FLC dance student is currently on tour on NCL (Norwegian Cruise Line) and is currently in Australia performing en route throughout the Pacific Islands. This method of tracking by the faculty, of course, while exceedingly informal, still indicates that FLC dance students are actively engaged in the professional world as dancers, dance educators, and transfer students.

Early Childhood Education (AA degree and Certificates)
Using the outcomes for the college’s ECE AA degree, faculty members asked advisory board members to fill out a short survey asking the degree to which they thought FLC students met the outcomes in question, and then faculty members asked for any anecdotes about students’ facility with these outcomes. Advisory board members were also asked for any gaps they would like FLC faculty to explore more fully. The following themes emerged from this discussion:
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- **Need for Program Student Outcome revision:** FLC faculty members conceded that the nine outcomes for the ECE degree were created in the initial statements of outcomes development at the college, and that it was possible that there were too many. Domains for the major outcomes have been identified, and faculty will shorten the list of outcomes when the degree next undergoes review. Advisory board members agreed that the domains aligned nicely with CSUS.

- **Preparation for Transfer:** Students who have transferred to CSUS are showing a strong knowledge base and are definitely well-prepared. However, two challenges with transfer also emerged from discussion:
  - Despite the strong knowledge base that FLC students show in all areas, there are practical concerns related to transfer that could be further addressed—most notably students not fully understanding the “hoops” they must jump through in order to transfer. This may be an issue the department wants to explore in future planning and assessment cycles.
  - **Practical application of knowledge base:** One outcome mentioned building community relationships and supporting and empowering families. Advisory board members noted that this skill is very challenging for many teachers in the classroom. Some suggested that perhaps a dedicated class for family engagement or a joint ECE/Comm studies interpersonal communication class might be warranted to help students master this challenging skill. Again, the department may want to consider these options in future planning cycles. Another suggestion was to consider “my teaching partner.” The gap between instruction and practice also highlighted the need for an instructional lab setting, a topic highlighted in the ECE department’s 2013 Program Review report.

- **Measurement of attitudes:** Some advisory board members noted that it was challenging to measure those outcomes related to students’ attitudes, as opposed to knowledge, skills, and abilities. However, it was also observed that certain attitudes, particularly professionalism, can be tracked through a student’s career, and that CARES students come back, so lines of communication should remain fairly open.

One finding that aligns with anecdotal evidence across the college is that students working in the field of ECE need to work on their soft skills. These skills may include competency in areas such as leadership, informed decision making, communications skills and more. The department will look into incorporating more readings and assignments that may strengthen soft skill development.

Another finding is that the ECE Advisory Board fervently recommends the need for a campus instructional lab at Folsom Lake College. The belief of the board is that in order to provide high quality teacher preparation programs in a lab setting, students need to be able to work with mentor teachers deeply familiar with best practices in the context of a high quality program, which is itself a part of the curriculum.

**English (AA Degree)**
Based on SLO reports of ENGLT 310 and ENGLT 311, students appear to be able to discuss major literary developments and authors of British and American literature -- though largely at a superficial level. On the whole, students fail to analyze, not recognizing the larger historical and
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cultural significance of the literary developments and major authors. The students can discuss these topics in class so long as the instructor guides the discussions, but when students write -- outside class -- papers meant to analyze and to assess literary works and movements, students rarely make connections between literary movements and major authors. Usually, student responses are limited to superficial details, more summary than analysis.

Based on SLO reports of composition classes, students struggle with analysis and evaluation. On the whole, students tend to summarize more than analyze, typically indicating what the authors state without offering any thoughtful scrutiny of the writers’ arguments. Students also have difficulty making connections between different sources so as to provide a synthesis of ideas that recognize a larger point. Student essays tend to list the ideas of other writers rather than create a unified and focused argument developed with analysis and evaluation. When students offer evidence (regardless of the type), they often fail to evaluate the validity of the evidence; cutting and pasting appears to be the norm. Furthermore, while MLA guidelines are covered in composition classes, students still fail to create proper Works Cited pages.

Fire Technology (AS Degree and Certificate)
Students are achieving at very high levels in both the Administration of Justice Degree programs and the Fire Technology Degree and Certificate programs. As the PSLOs were mapped back to course level strategies for student success, the same course level strategies will be used as listed in section I.D.2. of this report to maintain high levels of PSLO achievement for all programs in the DPSE.

Human Services (AA Degree and Certificate)
Over the last year, the adjunct faculty have reviewed existing PSLOs and will provide new draft versions for review and approval by the IAB. Once the new PSLOs are approved, we plan to designate individual courses in which those PSLOs should be addressed/obtained by students and then, in turn, look at individual course SLOs to make sure they are connected to and integrated with the PSLOs, are assessable and assessed, and that students are having the outcomes that we say they are. We will also be discussing optimum and effective SLO assessment strategies as a Department this year.

Humanities / Interdisciplinary Studies (AA degree)
Overall, the department was satisfied with the findings of the PSLO assessments. While the department would have liked to see a 100% success rate for each PSLO assessed, our faculty was satisfied to learn that so many students were successfully mastering our PSLO’s. The department will continue assessing more PSLO’s in the future to inform any decisions that may improve our program in the future.
Kinesiology (AA-T Degree)
The only degree offered in KHA is the AA-T Degree in Kinesiology. It is a multi-disciplinary degree and, as such, is difficult to fully assess at a program level. There are two PSLO’s that map almost directly to a couple of the SLO’s for KINES 300 that were recently assessed in Fall 14. In general, we can, through the assessment of these course level SLO’s make some determinations about the PSLO’s. Those PSLO’s are: utilize the theories of biomechanics and exercise physiology and apply them to sport and fitness pedagogy; discuss how sociological, psychological, historical, and philosophical factors influence the field of kinesiology and sport.

Mathematics (AS-T and AS Degree)
Based on what is transpiring in the courses that make up the degree, the analysis shows that those that pass the courses and obtain the degree are achieving the SLO’s at a much higher rate than those who did not pass the courses. We feel that the students that are obtaining the degrees are demonstrating that they have they have achieved the outcomes of the courses. The establishment of peer led tutoring groups could really benefit this segment of our student population. There are models in the District like Beacon tutoring and supplemental instruction offered through MESA type programs.

Medical Lab Technician (AS Degree)
In Fall 2013 we revised the program level SLOs and discontinued the phlebotomy certificate to remove redundancies and bring the program into better alignment with the California Department of Public Health guidelines. Several of the old PSLOs could not be assessed and were thus replaced with improved, more measurable objectives. None of the new PSLOs have been assessed (see previous response). As didactic MLT courses are offered over the S 2014 and F 2014 semesters, assessment of both course level and program level SLOs will occur. By replacing the old PSLOs with new, measurable, outcomes we will be able to assess student attainment of the PSLOs and make improvements as necessary.

Physics (AS and AS-T Degree)
The Physics AS-T degree is new to the college and so no PSLO’s have been assessed at this time.

Psychology (AA-T and AA Degree)
Overall, our assessment results indicate that students are successfully achieving the program SLOs. However, improvements can be made in some area and efforts are underway to better understand the reasons for areas of poorer performance and develop way to improve in the future.
Theatre Arts (AS-T Degree)
PSLO’s have not been assessed because this program received initial approval during this academic year.

Water Management / Wastewater Management (Certificate)
All Program-level SLOs were assessed last year (2012-2013) in conjunction with preparation of the Department’s Program Review document. As a result of that assessment, the Department is in the process of revising PSLOs, which will be presented at the next Industry Advisory Board (IAB) meeting in April 2014 for input and discussion. Once approved by the IAB, the revised PSLOs will be submitted to the FLC curriculum committee for approval. No additional PSLOs were assessed this academic year (see discussion above about revision of existing PSLOs). While the linked documents are currently accurate, as described above, the department is in the process of revising the Program-level SLOs and working back to course level SLOs. One of the objectives of our review is to clearly differentiate PSLOs in the Water Management Program from those in the Wastewater Management Program. Over the next academic year, we anticipate (subject to the approval of the IAB) that the PSLOs will be revised from current versions and the PSLO-Course map will look significantly different next year. One anecdotal additional measure of PSLOs is the number of students (some that have completed the program, others still in progress) that report they have successfully passed the T-2 operators’ exam.