



# FALL 2014 Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (HUM) - Journalism

Course SLOs 1 and ctu.unitid = 742	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: JOUR 12 - Mass Media and Society - SLO #1 - Upon completion of the course, students will be able to identify issues and problems facing mass media and discuss their impact on society in a 200-word in-class essay question answer.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 12/09/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> During the midterm and the final, students will be asked to select and answer completely three essay questions from a list of 10 that deal with mass media's history, industry, technology and impact on society. (example: Historically, mass media have tried to reach the largest possible audience. However, that focus has been changing. Identify this change, the reasons behind it, and the way in which mass media outlets now try to reach audiences. Be sure to reflect on why this change is happening and provide specific examples to illustrate your points.)</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> 70%</p>	<p>12/11/2014 - 81 students scored acceptable. 11 scored unacceptable. This is an 88 percent success rate.</p> <p>Those who completed the assignment wrote strong papers with a variety of good sources. They were able to describe how people of different diversities fit into the mass media, how they are treated, how they are represented and what their influences are in society. Students were able to use various theories learned in class to distinguish between different diversities and how they are represented (in advertising, newspapers, magazines, books, movies, television, advertising, Internet, music, etc.). They were also able to write about how they personally feel about this treatment.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Stefanie Frith</p> <p><b>Faculty Contributing to Assessment:</b> Frith, Valot, Amano-Tompkins</p>	<p>03/27/2015 - Most students met this goal. The existing assignments are adequate. The results met the expectations of the professor. After a semester of discussion various media theories and discussing the media's use of advertising, etc., the students were able to distinguish between various methods, etc.</p> <p>However, some students still struggle with basic writing skills. The professors attempted to send these students to the Writing Center, but only a small handful of students took advantage of this. It is hoped that more opportunities for tutoring can be offered by the college and incentives other than extra credit from the professor can be extended to the student to get them to use the resources.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>ECC: JOUR 12 - Mass Media and Society - SLO #2 - Upon completion of the course, students will be able to identify the eight major mass media serving the U.S.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 12/09/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> During the midterm and the final, students will be asked to select and answer completely three essay questions from a list of 10 that deal with mass media's history, industry, technology and impact on society. (example: Historically, mass media have tried to reach the largest possible audience. However, that focus has been changing. Identify this change, the reasons behind it, and the way in which mass media outlets now try to reach audiences. Be sure to reflect on why this change is happening and provide specific examples to illustrate your points.)</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> 70%</p>	<p>12/11/2014 - 68 students met the standard and 13 did not meet the standard. This is an 84 percent success rate.</p> <p>Students seemed successful in this category based on the variety of exercises and assignments in class, including readings in textbook and in-class workshops and exercises. Lessons each week focused on each part of the mass media, for example: history of books, magazines, newspapers, film, TV, advertising, radio and the Internet. However, some students still seem to be confused about where video games fit into the list. They don't. More can be done in class to explain that while video games are entertainment, they are not part of the eight mass media.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p>	<p>03/27/2015 - Thirteen students in a class were unable to complete SLO #2. Although the various mass media are discussed one by one, perhaps additional quizzes to check student progress would ensure a better rate of success.</p> <p><b>Action Category:</b> Teaching Strategies</p>

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		<b>Faculty Contributing to Assessment:</b> Frith, Valot, Amano-Tompkins	
ECC: JOUR 12 - Mass Media and Society - SLO #3 - Upon completion of the course, students will be able to write a 2,000-word research paper that focuses on a relevant issue or figure in the mass media and analyzes its impact on American society.  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)  <b>Input Date:</b> 12/09/2013  <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Toward the end of the semester, students will write a six- to eight-page research paper with works cited page that closely examine one particular aspect of the eight major mass media through one of two approaches: 1) the issue/problem paper, which focuses on the effects or outcome or impact of that problem on that medium OR on society; or 2) the historical paper, which focuses on a prominent figure or era in the mass media and the ways in which that person or era impacted society through a particular medium.  <b>Assessment Method:</b> Essay/Written Assignment <b>Standard and Target for Success:</b> 70%	12/11/2014 - 53 students met the standard and 27 did not meet the standards. This is a 67 percent success rate, which is three percent below the target 70 percent goal.  The class did not reach the target goal. The research paper needed to be more successfully workshopped in class, with in-class markers (outline, rough draft) clearly met in the weeks leading up to the due date. While most of the students in the class were capable of successfully completing the assignment, the checks-and-balances in class were not strong enough to ensure the success of some of those students. The particulars varied from student to student (problems with MLA citations; not addressing the prompt carefully; sloppy execution). Many students came into the class with below college-level writing abilities, barely having tested into the lowest level English class. While extra credit was offered if they went to the Writing Center, only a small handful took advantage of this. <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Contributing to Assessment:</b> Frith, Valot, Amano-Tompkins	12/11/2014 - Some students failed to meet this goal because they veered away from the prompt. More attention needs to be paid to ensuring that student understanding is 100 percent. One class spent an hour specifically on using MLA citations, yet two students ignored in-text citations entirely. A better check -list would help students not overlook important details. The essays were workshopped in small groups in-class. Student success would increase if a way to make students more responsible to each other was created. A conversation with other faculty might help in this regard.  <b>Action Category:</b> Teaching Strategies
ECC: JOUR 14abcd - Multimedia Journalism - SLO #1 - Upon completion of the course, students will be able to record, edit and post a 2-minute audio profile story using a digital recording device, Audacity audio editing software and the online Sound Cloud application.  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)  <b>Input Date:</b> 12/09/2013  <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Throughout the semester students are required to file one story per week for a total of 15 throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization, etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet. <b>Assessment Method:</b> Portfolio <b>Standard and Target for Success:</b> 70%	12/12/2014 - Of the two students in class, one did not meet the standard because when they came to the lab to work on their project, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented this student from success in this SLO is that when he arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check -in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. <b>Standard Met? :</b> No	

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ECC: JOUR 14abcd - Multimedia Journalism - SLO #2 - Upon completion of the course, students will be able to shoot, edit and post a 3-minute man-on-the-street video focusing on answers to a student-related question, using a video camera, external mic, video editing software and YouTube. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/09/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Throughout the semester students are required to file one story per week for a total of 15 throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization, etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet. <b>Assessment Method:</b> Portfolio <b>Standard and Target for Success:</b> 70%	12/12/2014 - Of the two students in class, one did not meet the standard because when he came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented this student from success in this SLO is that when he arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Kate McLaughlin <b>Faculty Contributing to Assessment:</b> Stefanie Frith	
ECC: JOUR 14abcd - Multimedia Journalism - SLO #3 - Upon completion of the course, students will be able to write a 300-word online news story that utilizes at least one relevant, functioning hyperlink. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/09/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Throughout the semester students are required to file one story per week for a total of 15 throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization, etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet. <b>Assessment Method:</b> Portfolio <b>Standard and Target for Success:</b> 70%	12/12/2014 - Of the two students in class, none failed to meet the standard because they had access to the tools they needed to successfully complete the assessment. Although access to operational computers in the lab is a significant barrier to student success -- the computers in the lab date back to 2008 and many have stopped working, leaving us often with more people than there are functional computers -- most students are able to complete this SLO from home, using their own computers. In this case, both students had access to computers outside the home. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b>	

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		Kate McLaughlin <b>Faculty Contributing to Assessment:</b> Stefanie Frith	
<p>ECC: JOUR 6 - Basic Photojournalism (Same course as PHOT 106) - SLO #1 Photo Story Essay - Wide Angle Lens - Upon completion of the course, students will create a photo story essay using a wide-angle lens that captures the first of three basic types of photojournalism images, as defined by the Associated Press (AP): the overall shot, which captures the scope of the scene.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 12/09/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p><b>Assessment Method:</b> Portfolio</p> <p><b>Standard and Target for Success:</b> 70%</p>	<p>01/15/2015 - 10 of 12 students scored acceptable. See related documentation for further analysis. SLO 1 is a bit more challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b> Gary Kohatsu</p> <p><b>Related Documents:</b> <a href="#">J6 Analysis SLOs for Fall '14.doc</a></p>	<p>01/21/2015 - SLO 1 was challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage.</p> <ul style="list-style-type: none"> <li>• I need to show more examples of how overall shots can be taken without a wide-angle lens. It's possible students disregard this SLO because they don't have the necessary equipment. So I will emphasize that wide shots are not limited to wide lenses.</li> <li>• As for SLO 1, if our department wide-angle lens is available, I will bring to class and allow students to take photos to see its scope.</li> </ul> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>
<p>ECC: JOUR 6 - Basic Photojournalism (Same course as PHOT 106) - SLO #2 Photo Story Essay - Standard Lens - Upon completion of the course, students will create a photo story essay using a standard lens ranging from 28mm to 300mm to capture the second of three basic types of photojournalism images, as defined by the AP: the medium-long shot, which comprises about 90 percent of all photos taken.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 12/09/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p><b>Assessment Method:</b> Portfolio</p> <p><b>Standard and Target for Success:</b> 70%</p>	<p>01/15/2015 - Of 12 students, 12 scored acceptable. See related document for further analysis. SLO 2, which is the medium photos on a photo story, received a 100 percent assessment results. This was expected because most photographers shoot image from a medium range. Unless a student is shooting insects, for example, all proposed story ideas from this group dealt with a standard shooting approach — a distance of 5 to 20 feet from the camera.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b> Gary Kohatsu</p> <p><b>Related Documents:</b> <a href="#">J6 Analysis SLOs for Fall '14.doc</a></p>	<p>01/21/2015 - SLO 2, which is the medium photos on a photo story, received a 100 percent assessment results. This was expected because most photographers shoot image from a medium range. Unless a student is shooting insects, for example, all proposed story ideas from this group dealt with a standard shooting approach — a distance of 5 to 20 feet from the camera.</p> <p>I'm satisfied with the Student Learning Outcomes as presented. The challenge will be to help students grasp the concepts of each SLO and successfully apply them to their photo stories.</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>

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<p>ECC: JOUR 6 - Basic Photojournalism (Same course as PHOT 106) - SLO #3 Photo Story Essay – Standard or Macro Lens - Upon completion of the course, students will create a photo story essay using a standard (to isolate) or macro (to magnify) lens to capture the third of three basic types of photojournalism images, as defined by the AP: the close-up photo, a detailed image of a small but important item.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)</p> <p><b>Input Date:</b>  12/09/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p><b>Assessment Method:</b>  Portfolio</p> <p><b>Standard and Target for Success:</b>  70%</p>	<p>01/15/2015 - Of 12 students, 8 scored acceptable. See related document for more analysis. The most challenging SLO was No. 3, which is the close-up or detail shot. Eight of 12 students successfully fulfilled this requirement of their project. One student who failed this SLO said that he didn't see a "detail" photo opportunity in his chosen theme: a cancer walk. I told him that a detail shot is not always obvious. That it takes a lot of thought and could even be an isolation shot. Suggestions I made included, medallions, words on a sign, a hand holding a lit candle, pink ribbons, and symbols.</p> <p>Other students who were unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.</p> <p><b>Standard Met? :</b>  No</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b>  Gary Kohatsu</p> <p><b>Related Documents:</b>  <a href="#">Assess SLOs for Fall '14.doc</a></p>	<p>01/21/2015 - The most challenging SLO was No. 3, which is the close-up or detail shot. Eight of 12 students successfully fulfilled this requirement of their project. One student who failed this SLO said that he didn't see a "detail" photo opportunity in his chosen theme: a cancer walk. I told him that a detail shot is not always obvious. That it takes a lot of thought and could even be an isolation shot. Suggestions I made included, medallions, words on a sign, a hand holding a lit candle, pink ribbons, and symbols.</p> <p>Other students who were unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.</p> <ul style="list-style-type: none"> <li>• Place greater emphasis on detail photos as a homework assignment. I can discuss this type of photos to greater extent, and might even use a half-discussion period to give examples. Likewise, explaining the depth or concept of detail photos and its power to a photo story.</li> <li>• Show more examples of the detail photos in slide-show examples by professional photojournalists. Concepts visualized are easier to remember.</li> <li>• Devise more class exercises covering detail images.</li> </ul>
			<p><b>Action Category:</b>  SLO/PLO Assessment Process</p>
<p>ECC: JOUR 8 - Advanced Reporting and News Editing - SLO #1 - Upon completion of the course, students will be able to create a single-page feature package using Adobe InDesign that includes art, a headline and at least 10 inches of text.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)</p>	<p><b>Assessment Method Description:</b>  Throughout the semester students will work in teams of two to identify, research, interview, write, edit, shoot and layout a complete feature page using Photoshop and Adobe InDesign.</p> <p><b>Assessment Method:</b>  Project</p> <p><b>Standard and Target for Success:</b>  70%</p>	<p>12/12/2014 - Out of nine students in J8, four students met the standard and five did not. Therefore, 45 percent of the class met the standard. Four students were able to meet the standard because they were able to access computers with Adobe InDesign and Photoshop the software necessary to design print feature packages. Also, these four students were successful because they were able to work on their projects in the lab during a time when an instructor was available to work closely with them.</p>	<p>12/11/2015 - Of the nine students in class, five did not meet the standard because when they came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and</p>

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2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/09/2013 <b>Course SLO Status:</b> Active		<b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Kate McLaughlin	don't or can't return, so they don't learn how to do the design packages. Another issue that prevented these five students from success in this SLO is that when they arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc.  <b>Action Category:</b> Program/College Support
ECC: JOUR 8 - Advanced Reporting and News Editing - SLO #2 - Upon completion of the course, students will be able to apply news judgment and rank 10 news stories in order of most newsworthy to least newsworthy and create a production budget for a news publication using that ranking. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/09/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Given a list of stories, students will be required to rank the stories in order of importance and to defend their ranking. <b>Assessment Method:</b> Performance <b>Standard and Target for Success:</b> 70%	12/12/2014 - In a class of nine students, 8 were able to meet the standard and one was not. Therefore, 90 percent were able to meet the standard. This is because the students had the tools they needed -- such as copies of back issues of the paper -- to understand the concept of news judgment and apply it to the creation of a news budget. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Kate McLaughlin	12/12/2014 - Of the nine students in class, one did not meet the standard because he missed class during the lecture and the only time he could come in for help was during a time when the instructor was not able to work closely with the student and get him caught up because other things demanded her time at that hour, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc.  <b>Action Category:</b> Program/College Support
ECC: JOUR 8 - Advanced Reporting and News Editing - SLO #3 - Upon completion of the course, students will be able to copy edit a multi-item calendar listing so that the items adhere to the Associated Press style. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)	<b>Assessment Method Description:</b> Students are given a series of news stories, photojournalism images and photo captions and must edit them for formatting, style and accuracy according to industry standard guidelines also covered in class. <b>Assessment Method:</b> Presentation/Skill Demonstration	12/12/2014 - Of the nine students in class, four did not meet the standard because when they came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design	



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