Outcome Assessment Timeline

Academic Programs

(Environmental Technology)

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| **APR /SLO 3-Year Cycle** | **Assessment cycle (2018-2021)** | | |
| **Course ID** | **Course-Level Student Learning Outcome (CSLO)** | **Measure/Collect Data** | **Discuss & Plan** |
| EHMT 100 | Explain the significance of environmental statues and regulations as it relates to past and current environmental pollution | Fall 2018 | Spring 2019 |
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| EHMT 150 | Recall and interpret pertinent sections of Federal and California hazardous waste regulations. | Fall 2018 | Spring 2019 |
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| EHMT 260 | Recall and interpret pertinent sections of Federal and California OSHA regulations. | Fall 2018 | Spring 2019 |
| Prepare an outline of a safety document that is required through regulation. | Fall 2018 | Spring 2019 |
| EHMT 230 | Participate in the critique of a hypothetical hazardous waste spill. | Fall 2018 | Spring 2019 |
| Determine the clean-up procedures to be used in a hypothetical hazardous waste spill. | Fall 2018 | Spring 2019 |
| EHMT 290 | Write measureable, achievable, relevant and timely internship objectives | Fall 2018 | Spring 2019 |
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| **Program** | **Program-Level Student Learning Outcome (PSLO)** | **Measure/Collect Data** | **Discuss & Plan** |
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| **Environmental Management Associate in Science**  1971 | Speak authoritatively and actively to present training information to others | 2018-2021 | Fall 2021 |
| **Environmental Management Certificate**  1972 | Speak authoritatively and actively to present training information to others | 2018-2021 | Fall 2021 |
| **Occupational health and Safety Associate in Science**  1973 | Speak authoritatively and actively to present training information to others | 2018-2021 | Fall 2021 |
| **Occupational health and Safety**  Certificate 1974 | Speak authoritatively and actively to present training information to others | 2018-2021 | Fall 2021 |
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**Directions & Helpful Hints**

In the spaces provided on the timeline, please list course-level and program-level student learning outcomes and when each will be assessed.

**APR/SLO 3-Year Cycle**: The APR/SLO cycle begins with a compressive program review and ends just before the next comprehensive is due.

**Course ID:** Insert course designator (e.g., ENGL 114, MATH 60, COMM 103)

**Course-Level Student Learning Outcome (CSLO):** Write in each CSLO listed on the course outline of record. This can be accessed in CurricUNET.

**Measure:** Insert the semester(s) each CSLO will be measured, and entered into eLumen.

**Discuss & Plan:** State the semester the faculty will meet to discuss assessment results and create action plans as needed.

**Program:** State the program being assessed.

**Program-Level Student Learning Outcome (PSLO):** State the PSLO(s) for each program listed.

Considerations for Completing the SLO Assessment Timeline:

As per the SCEA contract, “The timeline shall ensure that all SLOs in all sections for each course are to be assessed at least once during the 3-year cycle, with a maximum number of course SLOs per section collected by a Unit member at any one time being three (3)”.

According to the ACCJC Standard II.A.3, “The institution identifies and regularly assesses learning outcomes for courses, programs, certificates. And degrees using established institutional procedures.”