

Assessment Results/Fall 2014

All Disciplines

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
2014-2015 (Fall 2014)	ACCT 1A	SLO #1	Identify the components of posting transactions, the adjusting process and completing the accounting cycle.	Tonya Peak	Without identifying the components of this particular SLO, students would struggle to pass this course, since the accounting cycle must be mastered. SLO Written Assignment, average score is B (Excludes 14 non-submitted papers). Students, who lost points on the particular assignment, submitted incomplete papers (skipping various questions which did not related to posting, adjusting, the accounting cycle or any parts of this SLO). Out of 26 students completing the course, 8 of the 10 students who failed the course did not submit the SLO written assignment. Out of 27 students, four of the five students who failed the course did not submit the SLO written assignment.	36 students were enrolled in this course – 10 students were dropped after the first census. (5 were student drops, 5 were instructor drops) This resulted in 26 students completing the course or 72% retention.	The above data indicates this particular assignment sufficiently addresses the SLO#1 when the students complete and submit this SLO Written Assignment, which leads to mastering the understanding of identifying the components of posting, adjusting, and completing the accounting cycle. No changes will be implemented for next quarter.
		SLO #1 (Vasconcellos)	Completion and understanding of accounting cycle: journalizing, posting, adjustments; post-closing trial balance; balance sheet and income statement.	R. Vasconcellos	Students attained 75%. Ideally, 80% achievement rate in this area desirable.	91.7%	Will continue testing objective.
		SLO #2	Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for	Tonya Peak	Inventory and internal controls are extensively covered in the lecture notes, textbook, discussion forum and video resources. Students write a paper, where they must address every component of this particular SLO. Without identifying the components of this particular SLO, students would struggle to pass this course, since the accounting cycle must be mastered. SLO Written	36 students were enrolled in this course – 10 students were dropped after the first census. (5 were student drops, 5 were instructor drops) This resulted in 26 students completing the course or 72% retention.	When the students complete and submit the SLO Written assignment, the above data indicates this particular assignment sufficiently addresses the SLO#2, which leads to mastering the understanding of Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies. Changes

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		SLO #2	merchandise companies.	Tonya Peak	Assignment, average score is B (Excludes 14 non-submitted papers). Students, who lost points on the particular assignment, submitted incomplete papers (skipping various questions which did not related to inventory or any parts of this SLO). Out of 26 students completing the course, 8 of the 10 students who failed the course did not submit the SLO written assignment.	36 students were enrolled in this course – 10 students were dropped after the first census. (5 were student drops, 5 were instructor drops) This resulted in 26 students completing the course or 72% retention.	will not be implemented for next quarter.
		SLO #2 (Vasconcellos)	Creation of financial statements for external reporting purposes	R. Vasconcellos	Students asked to create personal financial statements incorporating data/methodologies provided during lecture and from text. Such constructions were manifested during class presentations of term paper.	88.6%	Will continue measuring SLO during subsequent semester.
		SLO #3	Analyze complex accounting problems to determine the proper component and method to use to solve the problem.	Tonya Peak	Measureable data for this SLO is taken from Quiz 4, questions 13-20, which relate to solving complex accounting problems from the textbook. The pass rate for questions 18-26 of the 24 students submitting (2 students did not submit the quiz) the quiz was 70 %. One student submitting this exam later withdrew from the course (performance on the questions was 50%).	36 students were enrolled in this course – 10 students were dropped after the first census. (5 were student drops, 5 were instructor drops) This resulted in 26 students completing the course or 72% retention.	The pass rate for these problems is acceptable, however, should be higher. For the next course, a practice exam/self-assessment will be added to week 4 to measure learning related to Quiz 4, before students take the quiz.
		SLO #3 (Vasconcellos)	Understanding various forms of business ownership	R. Vasconcellos	Term project presented a thorough understanding of the SLO; greater than ninety percent attainment in this area.	88.6%	Will continue measuring SLO given the success of project completion, presentation.
	ACCT 1B	SLO #1	Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital stock transactions, investment in stocks, bonds and	Tonya Peak	For this SLO, students demonstrate understanding of the components of Corporations through a written SLO assignment, which specifically addresses this topic/SLO#1. The average score is A+ (97%, excludes 2 non-submitted papers. The two students not submitting the written assignment, passed the course with a B and a C. Student losing points on this SLO Written Assignment, did not	35 students were enrolled in this course – 2 students dropped after the first census (not instructor drops). This resulted in 33 students completing the course or 94.3% retention.	No changes need to be made to the course for this particular SLO written assignment. The above data indicates this particular assignment sufficiently addresses the SLO#1 when students submit the SLO Written Assignment, which leads to mastering the identification of the different components of Corporations. Student not submitting the SLO written

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	ACCT 1B	SLO #1	financial statement analysis).	Tonya Peak	lose points related to this particular SLO.	35 students were enrolled in this course – 2 students dropped after the first census (not instructor drops). This resulted in 33 students completing the course or 94.3% retention.	assignments received multiple reminders.
		SLO #1 (Vasconcellos)	Completion and understanding of payroll, partnership, and corporate accounting.	R. Vasconcellos	90% attainment evidenced by homework and class examinations.	100%	Will continue testing objective.
		SLO #2	Identify various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis.	Tonya Peak	For this SLO#2, students demonstrate understanding of the various accounting techniques through a written SLO assignment, which specifically addresses this topic/SLO#2. The average score is A+ (97%, excludes 2 non-submitted papers. The two students not submitting the written assignment, passed the course with a B and a C. Student losing points on this SLO Written Assignment, lost points due to skipping a component related to differential analysis, which is related to this particular SLO.	35 students were enrolled in this course – 2 students dropped after the first census (not instructor drops). This resulted in 33 students completing the course or 94.3% retention.	When students submit the SLO Written Assignment, the above data indicates this particular assignment sufficiently addresses the SLO#2, which leads to mastering the identification of the various accounting techniques. However, for the next course, more lectures and external links will be provided concerning differential analysis.
		SLO #2 (Vasconcellos)	Creation of personal financial statements (statement of financial position, cash flow statement) as a means of direct applicability to student learning	R. Vasconcellos	Student (independent study) asked to create personal financial statements incorporating data/methodologies provided during lecture and from text.	100%	Will continue measuring SLO during subsequent semester.
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to	Tonya Peak	Measureable data for this SLO is taken from Week 2 Quiz, questions 20-29, which relate to solving complex accounting problems from the textbook. The pass rate for these specific accounting problems/questions 20-29 was 45%. 33 students completed	35 students were enrolled in this course – 2 students dropped after the first census (not instructor drops). This resulted in 33 students completing the course or 94.3% retention.	The pass rate for these problems is unacceptable. For the next course, there will be a practice quiz/self-assessment for the students to measure their understanding of these types of accounting problems, before taking the quiz.

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		SLO #3	solve the problem.	Tonya Peak	the quiz.	35 students were enrolled in this course – 2 students dropped after the first census (not instructor drops). This resulted in 33 students completing the course or 94.3% retention.	The pass rate for these problems is unacceptable. For the next course, there will be a practice quiz/self-assessment for the students to measure their understanding of these types of accounting problems, before taking the quiz.
		SLO #3 (Vasconcellos)	Compile and understand ratio analysis	R. Vasconcellos	Homework collected indicated some quantitative understanding yet student challenged in terms of articulating these measurements.	100%	Will continue measuring SLO given quantitative success in this area.
	ACSK 150	SLO #1	Student will group related ideas and eliminate nonessential items in pre-writing strategies to maintain a consistent focus in the development of a written paragraph.	A. Sampey-Ward	Of the 16 students enrolled in August 11 students mastered this SLO. Those students who did not master this SLO had irregular attendance and/or did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery. Those students who were not successful refused to consistently attend class and/or consistently use the prewriting tools provided in class.	Nothing indicated.	The Instructor will seek more high interest level photographs and high interest artifacts to motivate the students to become risk takers who intrinsically want to share their ideas using formal written English.
		SLO #2	Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence.	A. Sampey-Ward	Of the ___ students enrolled in August ___ students mastered this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery. Many of the student preferred the descriptive paragraph over the compare and contrast paragraph.	Nothing indicated.	Given that the instructor can see that comparing and contrasting is a difficult skill, this instructor intends to model a compare and contrast paragraph at the beginning of at least 3 classes to see if that provides additional supports to make this SLO easier for students to master.
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	A. Sampey-Ward	Of the ___ students enrolled in August ___ students mastered this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery.	Nothing indicated	The students continue to need encouragement to use semantic maps in their cooperative learning groups. Those students who had irregular attendance had great difficulty in mastering this skill. This instructor did use the Early Alert system to warn students that they needed to complete tasks and/or attend class regularly. This instructor will use Early Alert more frequently to encourage students to

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		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	A. Sampey-Ward	Of the ____ students enrolled in August ____ students mastered this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery.	Nothing indicated	have behaviors that are more likely to lead to academic success.
	ACSK 151	SLO #1	Student will create original examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	A. Sampey-Ward	Of the 2 students enrolled in August no students mastered this SLO. One student never attended and was dropped. The other student insisted that she has passed the 150 writing class, yet she struggled to write basic sentences. Most of her writing consisted of sentences fragments. This one student was encouraged to enroll in the lower level writing class, but she resisted. Should this instructor encounter another student with these writing difficulties, an email will be sent to the counselor who may be able to encourage proper placement in the course.	Nothing indicated	This instructor needs to be clearer and firmer with students who are enrolled in ACSK 151, but need the skills of ACSK 150.
		SLO #2	Student will locate information from college texts and summarize in paragraph form the essential points made by the text book author.	A. Sampey-Ward	Of the 2 students enrolled in August 0 students mastered this SLO. 1 student never came to class and was dropped. The other students struggle throughout the course and refused to go to the tutoring center for help.	Nothing indicated	Again, this instructor need to explain to the student that they need the prerequisite skills taught in a lower level class to meet the SLO's of this class.
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs.	A. Sampey-Ward	The one remaining student in this course did not master this SLO, because she continually depended upon the instructor to edit her writing. She had difficulty consistently writing a basic sentence, never mind even one paragraph.	Nothing indicated	The instructor needs to have clear communication with the student so that the student understands that there are certain prerequisite skills, such as writing in full sentences, that are essential for future college success.
	ACSK 153	SLO #1	Students will estimate and compute the sum or difference of	A. Sampey-Ward	Students who were motivated to master this SLO were successful and learned the missing sub skills needed for mastery. Of the 17 students	Nothing indicated	The use of Khan Academy provided non disputable data regarding student participation levels. I would assign tasks for the students to master in class and

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	ACSK 153	SLO #1	whole numbers and positive decimals to two places.	A. Sampey-Ward	enrolled in August 11 students mastered this SLO. Six students were dropped due to poor attendance. One student failed due to poor attendance and missing work. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery.	Nothing indicated	continue to encourage the students to go beyond the SLO so they can enter the transferable math classes sooner.
				B. Wiseman	Students scored an average of 59% on quizzes. The goal is 75%. 6 students, or 40% scored at 70% or above.	12/15 or 80% retention	Students struggled with the quizzes but I still believe it is a good way to hold them accountable. As a class we previewed a quiz before they individually completed their own, different quiz. Next semester I will allow them to retake the quiz one time. The questions are different on each quiz.
		SLO #2	Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.	A. Sampey-Ward	Many students who had difficulty with this concept entered the program with a negative mind set regarding their own math levels. Providing students with math vocabulary mastery demystifies mathematical concepts. Of the 17 students enrolled in August 11 students mastered this SLO. Six students were dropped due to poor attendance. One student failed due to poor attendance and missing work. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery..	Nothing indicated	I will spend more time explaining the use of Khan Academy, and show students how to use the program more effectively. I will also show them how the data is collected and how it objectively collects student data, thus making the students accountable for their own learning.
				B. Wiseman	On both assessments students met the goal with at least 75% accuracy.	12/15 or 80% retention	Giving practice assessments helps students become more comfortable with the assessment situation and their success indicates this is a solid strategy to continue.
		SLO #3	Students will differentiate	A. Sampey-Ward	Many of the students do not want to read the data analytically; they	Nothing indicated	Providing immediate feedback helps to reduce student misreading of a real life

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		SLO #3	between relevant and irrelevant information needed to solve real-world word problems involving basic operations of whole numbers.	A. Sampey-Ward	prefer to complete the assignment quickly. Others did not have math vocabulary. Of the 17 students enrolled in August 11 students mastered this SLO. Six students were dropped due to poor attendance. One student failed due to poor attendance and missing work. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for the re teaching necessary for SLO mastery.	Nothing indicated	problem. I would create more personally relevant real world problems to increase student mastery.
				B. Wiseman	Students scored 74% or higher on problems with irrelevant information.	12/15 or 80% retention	Students will continue the strategy.
ACSK 154	SLO #1	Students will estimate percents given fractions and evaluate the reasonableness of their educated guess	A. Sampey-Ward	For some of the students, this was the first time they made the connection between fractions and percent's. For other students, this was a past learned skill that they had forgotten. Of the 9 student initially enrolled, 2 were dropped due to poor attendance. Of the remaining students, 2 failed this SLO due to missing work along with sporadic attendance			Some students benefited from the online practice, others found videos beneficial, and the remainder requested individual remediation. This indicates that one must use multiple methodologies.
			B. Wiseman	Students scored less than 80% on all three quizzes. 3 students scored between 70-80%. %13 percent They really struggled with remembering how to change to and from percent. I provided additional support and practice that we walked through as a class but students were still unsuccessful.	10/13 or 77%		I plan to move more quickly through decimals in order to spend more time on percent applications. I will also find multi-media instructional support in order to provide additional instruction and practice.
		SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems.	A. Sampey-Ward	Students preferred to be given the algorithmic representation, rather than performing the analysis required to create the algorithm. Of the 9 student initially enrolled, 2 were dropped due to poor attendance. Of the remaining students, 2 failed this SLO due to		I will need to make the process of creating algorithms more entertaining. Perhaps using the polleverywhere.com site will make this process less painful and more inviting.

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		SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems.	A. Sampey-Ward	missing work along with sporadic attendance		I will need to make the process of creating algorithms more entertaining. Perhaps using the polleverywhere.com site will make this process less painful and more inviting.
				B. Wiseman	80% of students were able to create algorithmic representations from their application problems.	10/13 or 77%	The data indicates successful instruction and practice.
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of fractions.	A. Sampey-Ward	Students initially needed practice with creating the formulas to solve real life word problems. They appeared to benefit when they were given examples of how they use percentages when they are shopping. . Of the 9 student initially enrolled, 2 were dropped due to poor attendance. Of the remaining students, 2 failed this SLO due to missing work along with sporadic attendance		Students expressed a strong dislike for completing word problems, they preferred to do fraction and percent conversion exercises. Students need to understand that the word problems are a skill that is not only needed for a math class, but one that is used in real life.
				B. Wiseman	Students scored 90% or greater on problems that included irrelevant information.	10/13 or 77%	The data indicates the majority students are successful in this objective.
	ACSK 155	SLO #1	Students will create algorithmic representations of ratios and proportions based on real-world word problems.	A. Sampey-Ward	Of the 6 students initially enrolled on the first day, 6 students were successful in mastering this goal.		Cooperative learning groups benefited this particular group of students.
				B. Wiseman	1/1 student created algorithmic representations of ratios and proportions with 100% accuracy.	100%	Based on success, no changes are planned.
		SLO #2	Students will analyze data displays and explain how the information can be reported as either fractions, decimals or	A. Sampey-Ward	Of the 6 students initially enrolled on the first day, 6 students were successful in mastering this goal.		Finding multiple examples of the same math concepts helped these student complete math tasks with minimal instructor supports.

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		SLO #2	percents.	A. Sampey-Ward	Of the 6 students initially enrolled on the first day, 6 students were successful in mastering this goal.		Finding multiple examples of the same math concepts helped these student complete math tasks with minimal instructor supports.
				B. Wiseman	1/1 student has shown all work, including their algorithmic representations, when solving word problems for quizzes (and at all other times) with 95% accuracy.	100%	Based on success, no changes are planned
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving operations of decimals and percents.	A. Sampey-Ward	Of the 6 students initially enrolled on the first day, 6 students were successful in mastering this goal.		Teaching to the affective domain improved the cognitive levels for these students.
				B. Wiseman	1/1 student completed word problems with 96% accuracy when presented with problems that included irrelevant information.	100%	Based on success, no changes are planned.
	ACSK 156	SLO #1	Students will read narrative text aloud with at their instructional reading level with fluency and accuracy and with appropriate pacing, intonation, and expression.	B. Wiseman	Students with hearing: Fluency assessment (individual, aloud). 2/2 students read aloud to instructor from a passage at their independent level with at least 80% accuracy and 80% comprehension. Student without hearing: Read a passage at independent level and answer comprehension questions (individually, without interpreter) 1/1 student read a passage at their independent level with 75% comprehension. Decoding information is not available for non-verbal, deaf student.	75% retention (3/4 students)	Given that the data shows positive results and research-based pedagogy, no changes are planned.
		SLO #2	Students will demonstrate vocabulary	B. Wiseman	3/3 students answered literal vocabulary questions with at least 80% accuracy.	75% retention (3/4 students)	Based on data, this pedagogy was successful and I plan to continue the use of it next semester.

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		SLO #2	strategies for literal comprehension at students' independent reading level.	B. Wiseman	3/3 students answered literal vocabulary questions with at least 80% accuracy.	75% retention (3/4 students)	Based on data, this pedagogy was successful and I plan to continue the use of it next semester.
		SLO #3	Students will synthesize vocabulary understanding in new and different learning situations based on their individual instructional reading levels.	B. Wiseman	With support, students answered various questions to deepen understanding of vocabulary (ambitious, catastrophes, penalty, inquire). Students answered questions in writing.	75% retention (3/4 students)	Based on data, this pedagogy was successful and I plan in increase the use of it next semester.
	ACSK 157	SLO #1	Students will read expository text at their instructional reading levels with fluency and accuracy and with appropriate pacing, intonation, and expression.	B. Wiseman	13/13 students individually read aloud to instructor from a passage at their independent level with at least 88% accuracy. The read was a "cold" read meaning they had never seen it before.	93% (13/14 students)	I will continue with this research-based pedagogy since it has shown to be successful.
		SLO #2	Students will demonstrate vocabulary strategies to make inferences at student's independent reading level.	B. Wiseman	12/13 students answered inferential questions using vocabulary strategies with at least 70% accuracy. 1 student answered at only 20% accuracy.	93% (13/14 students)	The data indicates the pedagogy was successful for 92% of students. No planned changes at this time.
		SLO #3	Students will uncover and exemplify how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information	B. Wiseman	13/13 students correctly identified and utilized text features of their textbook.	93% (13/14 students)	This assignment had a stronger success rate than my strategy last semester and will be implemented again.

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		SLO #3	accessible and usable.	B. Wiseman	13/13 students correctly identified and utilized text features of their textbook.	93% (13/14 students)	This assignment had a stronger success rate than my strategy last semester and will be implemented again.
	ACSK 158	SLO #1	Students will clarify an understanding of text by creating outlines, logical notes, summaries, or reports.	B. Wiseman	3/3 students were able to take notes independently, particularly from white board instruction. Students referred back to their personal notes when questions arose.	75% (3/4 students)	While this pedagogy has been successful, I plan to focus more on writing summaries next semester.
		SLO #2	Students will describe the major elements of fictional story from text and provide an explanation as to the reasonableness of their answers.	B. Wiseman	3/3 students identified rising actions, climax, falling actions, and conclusion of The Emperor's New Clothes with at least 87% accuracy.	75% (3/4 students)	Instead of using short stories, next semester students will read To Kill a Mockingbird throughout the semester and use the new graphic organizer for every chapter and at the conclusion to summarize the whole narrative.
		SLO #3	Students will critically analyze and evaluate reading material at their independent reading level and make inferences and determine a writer's purpose and tone.	B. Wiseman	2/3 students answered at least 75% of inferential comprehension questions correctly.	75% (3/4 students)	I will continue to use ReadTheroy.org and its accompanying support documents to provide ongoing practice at students' independent reading and comprehension levels.
	ADJU 3	SLO #1	Evaluate basic concepts of criminal law in America and analyze and discuss the basic procedures and rules of evidence that apply to almost all criminal cases.	Michael Beshears	Students completed final exam questions relating to this SLO. 70% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 25% of students scored between a 60 and 68% and 3, or 5% of the students failed with a 59% or lower. These results are consistent with the results from last Fall and indicate that the final exam questions are still in need of revising. The final exam will be adjusted for the next course offering.	There is a 76% retention rate for tis course. Three of original 46 students were dropped in the first census for being a no- show in the class and there were 3 students who dropped the course themselves. Then, in week 4 two additional students were dropped from the course for not participating and three students withdrew from the course were dropped from the course for not participating.	The above indicates that another review of the final exam is necessary. The final exam will be changed for future offerings of this course. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms

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		SLO #2	Examine specialized terms associated with the criminal law in America.	Michael Beshears	Students completed final exam questions relating to this SLO. 70% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 25% of students scored between a 60 and 68% and 3, or 5% of the students failed with a 59% or lower. These results are consistent with the results from last Fall and indicate that the final exam questions are still in need of revising. The final exam will be adjusted for the next course offering.	There is a 76% retention rate for tis course. Three of original 46 students were dropped in the first census for being a no- show in the class and there were 3 students who dropped the course themselves. Then, in week 4 two additional students were dropped from the course for not participating and three students withdrew from the course were dropped from the course for not participating.	The above indicates that another review of the final exam is necessary. The final exam will be changed for future offerings of this course. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.
		SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	Michael Beshears	Students completed final exam questions relating to this SLO. 70% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 25% of students scored between a 60 and 68% and 3, or 5% of the students failed with a 59% or lower. These results are consistent with the results from last Fall and indicate that the final exam questions are still in need of revising. The final exam will be adjusted for the next course offering.	There is a 76% retention rate for tis course. Three of original 46 students were dropped in the first census for being a no- show in the class and there were 3 students who dropped the course themselves. Then, in week 4 two additional students were dropped from the course for not participating and three students withdrew from the course were dropped from the course for not participating.	The above indicates that another review of the final exam is necessary. The final exam will be changed for future offerings of this course. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.
ADJU 4		SLO #1	Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	Michael Beshears	Students completed final exam questions relating to this SLO. 86% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 20 % did not take the final exam and as a result failed the course. 1 student scored below a 70%. Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes. These results are consistent with the results from last Fall and indicate the final exam is an adequate measure. Still, it has been used for a few years	There is an 80% retention rate for tis course. Seven of the original 50 students were dropped in the first census for being a no- show in the class and there were 3 students who dropped due to being no shows in week 4.	The above indicates that no change is necessary. However, the quizzes an exams have been used for the past several years and should be updated for the next course offering. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.

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	ADJU 4	SLO #1	Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	Michael Beshears	and should be updated.	There is an 80% retention rate for tis course. Seven of the original 50 students were dropped in the first census for being a no-show in the class and there were 3 students who dropped due to being no shows in week 4.	The above indicates that no change is necessary. However, the quizzes an exams have been used for the past several years and should be updated for the next course offering. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.
				Richard Harpole	Students performed at acceptable level for this SLO	Students who participated and submitted all assigned work retained more information than students who did not. Two students failed this course because they chose not to complete or drop. Fifteen students competed the course. 13% performed at a superior level, 67% above average, and 20% at an acceptable level.	Students performed at acceptable level. No changes anticipated at this time.
		SLO #2	Interpret the rules of evidence based on state law, federal law and prior case decision.	Michael Beshears	Students completed final exam questions relating to this SLO. 86% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 20 % did not take the final exam and as a result failed the course. 1 student scored below a 70%. Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes. These results are consistent with the results from last Fall and indicate the final exam is an adequate measure. Still, it has been used for a few years and should be updated.	There is an 80% retention rate for tis course. Seven of the original 50 students were dropped in the first census for being a no-show in the class and there were 3 students who dropped due to being no shows in week 4.	The above indicates that no change is necessary. However, the quizzes an exams have been used for the past several years and should be updated for the next course offering. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.
				Richard Harpole	Students performed at acceptable level for this SLO	Students who participated and submitted all assigned work retained more information than students who did not. Two students failed this course because they chose not to complete or drop. Fifteen students competed the course. 13% performed at a superior level, 67% above average, and 20% at an acceptable level.	Students performed at acceptable level. No changes anticipated at this time.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Draw conclusions between the exclusionary rule, search and seizure and direct vs. circumstantial evidence.	Michael Beshears	Students completed final exam questions relating to this SLO. 86% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 20 % did not take the final exam and as a result failed the course. 1 student scored below a 70%. Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes. These results are consistent with the results from last Fall and indicate the final exam is an adequate measure. Still, it has been used for a few years and should be updated.	There is an 80% retention rate for tis course. Seven of the original 50 students were dropped in the first census for being a no-show in the class and there were 3 students who dropped due to being no shows in week 4.	The above indicates that no change is necessary. However, the quizzes an exams have been used for the past several years and should be updated for the next course offering. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. I will also continue to monitor retention for upcoming terms.
				Richard Harpole	Students performed at acceptable level for this SLO	Students who participated and submitted all assigned work retained more information than students who did not. Two students failed this course because they chose not to complete or drop. Fifteen students competed the course. 13% performed at a superior level, 67% above average, and 20% at an acceptable level.	Students performed at acceptable level. No changes anticipated at this time.
ADJU 7		SLO #1	Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal investigation	Richard Harpole	Students performed at an acceptable level for this SLO	Students who chose to participate demonstrated an understanding of basic police investigations and methods used to reach a successful investigative outcome. 14% failed to submit the investigative report (midterm), 33% were rated superior, 19% were above average, 5% average, and 24% were satisfactory but needing improvement.	No additional changes anticipated at this time
		SLO #2	Differentiate between specialized terms associated with a criminal investigation.	Richard Harpole	Students demonstrated average knowledge for this SLO	5% demonstrated superior knowledge, 62% demonstrated above average knowledge, 24% demonstrated average knowledge. 9% failed to submit necessary work and/or failed the final exam and failed the course.	None anticipated at this time
		SLO #3	Evaluate the importance of proper evidence handling	Richard Harpole	Students demonstrated a sound understanding of evidence handling procedures	Students demonstrated satisfactory knowledge for this SLO. All submitted homework assignments demonstrated above average knowledge of evidence handling	None anticipated at this time.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	procedures.	Richard Harpole	Students demonstrated a sound understanding of evidence handling procedures	procedures	None anticipated at this time.
	ADJU 8	SLO #1	Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature.	Richard Harpole	Students who participated demonstrated an acceptable understanding of this SLO	Half of students elected not to prepare the written assignment. Those who did participate performed at an acceptable level	None anticipated at this time
		SLO #2	Interpret the theory, law, policy, and practice in the study of juvenile delinquency and relate the juvenile justice system to the adult system.	Richard Harpole	All students completing the course were able to demonstrate an acceptable level on this SLO; however, the results of the multiple-choice examination were not consistent with other assessment methods.	Half of students were able to complete the final exam at an acceptable level, with about 1/3 demonstrating above average information retention. Those students who had difficulty demonstrated poor study habits (attendance/note taking/participating).	None anticipated at this time.
		SLO #3	Examine the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve the juvenile justice system.	Richard Harpole	Students who participated in this assignment demonstrated an understanding of issues raised in SLO	All students who submitted this assignment demonstrated an acceptable level of understanding. 57% performed at a superior level	None anticipated at this time
	AHLT 51	SLO #1	The student will demonstrate the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the	Zhenying Jiang	100% students passed the exam with the scores of at least 80 points		The American Red Cross does not issue certificate for any score lower than 80 in written exam

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	AHLT 51	SLO #1	American Red Cross First Aid – Standard First Aid certification requirements.	Zhenying Jiang	100% students passed the exam with the scores of at least 80 points		The American Red Cross does not issue certificate for any score lower than 80 in written exam
					All 38 students (100%) pass		None indicated.
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	Zhenying Jiang	100% of students passed the final exam with at least 80 points		None indicated.
	AHLT 55A	SLO #1	Utilize assessment findings to identify and treat illness/injury	A. Rodriguez	21/21 students reached the final exam stage for completion of this course. 13 students successfully completed the course. 1 student did not complete due to a medical condition. 7 students were not successful in achieving the grade required to obtain a completion certificate. Of these 7, two actually failed the class. Poor attendance and inattentiveness were the main factors in a student's failure to successfully complete the program	21/29 students that were still on the roster after the first census were in attendance to the end of the class. 72.4% of the 29 students attended to the end of program. Of the 8 students that were lost; 6 were lost due to attendance. These students just stopped coming to class. 2 students dropped the class.	No changes are planned for next semester.
		SLO #2	Successfully perform the skills required by NREMT for certification.	A. Rodriguez	100% success rate for this particular SLO. 20 students attempted, 20 students succeeded.	21/29 students that were still on the roster after the first census were in attendance to the end of the class. 72.4% of the 29 students attended to the end of program. Of the 8 students that were lost; 6 were lost due to attendance. These students just stopped coming to class. 2 students dropped the class.	There are no changes planned for the next semester.
		SLO #3	Display behavior consistent with the ethical standards of EMS.	A. Rodriguez	The 14 students with acceptable attendance and study habits did well in this area. The students who outright failed or failed to pass the final exam were those who demonstrated poor attendance and a lack of attention and participation in	21/29 students that were still on the roster after the first census were in attendance to the end of the class. 72.4% of the 29 students attended to the end of program. Of the 8 students that were lost; 6 were lost due to attendance. These students just stopped coming to class. 2 students dropped	No changes are planned for the next semester.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Display behavior consistent with the ethical standards of EMS.	A. Rodriguez	lectures and subsequent discussions.	the class.	No changes are planned for the next semester.
	AHLT 62A	SLO #1	Utilize assessment findings to identify and treat illness/injury.	A. Rodriguez	100% success rate for this particular SLO. 3 enrolled students.	A total of three students were enrolled for this course. All three students were retained and completed the course.	The above data indicates that student needs are currently being met, no changes are planned for the next semester.
		SLO #2	Successfully perform the skills required by NREMT for certification.	A. Rodriguez	100% success rate for this particular SLO. 3 enrolled students.	All enrolled students were successful in meeting this requirement.	There are no changes planned for the next semester.
		SLO #3	Display behavior consistent with the ethical standards of EMS.	A. Rodriguez	100% success rate for this particular SLO. 3 enrolled students.	All enrolled students were successful in meeting this requirement.	No changes are planned for the next semester.
	AHLT 63	SLO #1	The student will demonstrate the role of a citizen responder in regard to the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary resuscitation certification requirements.	Zhenying Jiang	100% students passed the test with perfect presentation		Students have no other choice. American Red Cross does not allow any mistakes
		SLO #2 (CRN: 20234, 20235, 20236)	The student will fulfill the American Red Cross Child Cardiopulmonary Resuscitation requirements for	Zhenying Jiang	100% of students passed the final		The American Red Cross requirement: Skills 100%, written score: 80% or higher

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2 (CRN: 20234, 20235, 20236)	certification.	Zhenying Jiang	100% of students passed the final		The American Red Cross requirement: Skills 100%, written score: 80% or higher
		SLO #3 (CRN: 20234, 20235, 20236)	The student will fulfill the American Red Cross infant Cardiopulmonary Resuscitation requirements for certification.	Zhenying Jiang	All 40 students (100%) passed the final and skill demo		None indicated
	ARTS 10	SLO #1	Students will integrate and assimilate the elements of art in the creation of still life painted from a set- up.	Lewis Goldstein	25 of the 27 students completed this project at different levels of expertise. All used the elements of art to complete their paintings. 19 students understood fully how the elements of art are combined to complete their paintings. 5 students understood the project but had some difficulty in the execution.	Unknown	The above data indicates that most of the students could both understand the use of the art elements and also execute them. Those who did not require more time. As this is an activity class based on developing skills, the data indicated a high percentage of success. No changes planned.
		SLO #2	Students will create a painting from a photograph of a landscape or a cityscape using the grid technique of transference and enlargement.	Lewis Goldstein	15 students were fully able to use the grid technique to transfer and enlarge the photo to a canvas, draw and paint the landscape. 5 needed help to understand the mathematics for the grid technique. 4 required the instructor to do part of the transfer and 3 did not get it due to absence.	Unknown	The data indicated that some students have difficulty with measurements and proportions and some students are resistant to learning such techniques. A majority got the idea and succeeded. In subsequent classes the instructor plans to engage more of the successful students to guide and tutor those having difficulty.
		SLO #3	Students will research and analyze different painting styles from past periods.	Lewis Goldstein	This SLO was not done as usual because of time constraints and continued attempts to teach the grid method. Instead of researching painting styles, students were given a second project to learn the grid method.	Unknown	Different classes require adjustments for the completion of SLOs
	ARTS 18A	SLO #1	Students will develop the ability to form clay, developing the skills of hand	Lewis Goldstein	90% of the ceramics students participated in the student art show showing at least a minimum competence in the skills required for ceramic art. Students are at all	Unknown	That students are learning at their own pace and that the teaching techniques are working for the student learning outcomes.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ARTS 18A	SLO #1	building, throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary specific to the potter's craft.	Lewis Goldstein	different skill levels and this is an ongoing development of specific disciplines. Attendance had much to do with success and those whose attendance was sporadic did not develop as well. Out of 43 students, 25 developed the skills expected during their first semester of ceramics. 18 students performed adequately and no one failed to accomplish at least the basic skill needed to produce artwork of value to them.	Unknown	That students are learning at their own pace and that the teaching techniques are working for the student learning outcomes.
		SLO #2	Students will become conscious of and familiar with their own creative process and how their process is a part of human ceramic creativity throughout time.	Lewis Goldstein	65% of the students understood this project and copied pictures of ceramics from other cultures and other times. 35% did some sketches but did not seem to understand that they were not sketching only their own ideas but using the sketchbook research to glean ideas from past artists.	Unknown	The results of this learning outcome can be improved by more direct examples, repeated numerous times, of what the instructor wants the students to do and learn.
		SLO #3	Students will become active, sharing, participants in the ongoing maintenance of ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean- up, and the efficient use and storing of their tools.	Lewis Goldstein	All the students participated in the proper management of the studio, working well together with cooperation and mutual support	Unknown	No action plan needed.
	ARTS 18B	SLO #1	Students will refine their ability to form clay, expanding their skills of hand	Lewis Goldstein	100% of the intermediate ceramics students participated in the student art show showing competence in the skills required for ceramic art. Students are always at all different	Unknown	That students are learning at their own pace and that the teaching techniques are working for the student learning outcomes.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ARTS 18B	SLO #1	building and throwing on the potter's wheel. Students will experience alternative low firing techniques, joining the ranks of indigenous and primitive potters throughout history.	Lewis Goldstein	skill levels and this is an ongoing development of specific disciplines. Attendance had much to do with success and those whose attendance was sporadic did not develop as well. Out of 43 students, 25 developed the skills expected during their first semester of ceramics. 18 students performed adequately and no one failed to accomplish at least the basic skill needed to produce artwork of value to them.	Unknown	That students are learning at their own pace and that the teaching techniques are working for the student learning outcomes.
		SLO #2	Students will become conscious of and familiar with their own creative process and how their process is intimately tied to the four elements of earth, water, air, and fire.	Lewis Goldstein	14 of the students understood this project and copied pictures of ceramics from other cultures and other times. 3 did some sketches but did not seem to understand that they were not sketching only their own ideas but using the sketchbook research to glean ideas from past artists. All participated in at least one aspect of the alternative firing techniques	Unknown	Increase the number of raku firing assignments
		SLO #3	Students will become active, sharing, participants in the ongoing maintenance of a ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean- up, and the efficient use and storing of their tools.	Lewis Goldstein	All the students participated in the proper management of the studio, working well together with cooperation and mutual support	Unknown	No action plan needed.
	ARTS 2	SLO #1	Students will be able to distinguish specific works of art and stylistic characteristics of	Lewis Goldstein	Data was collected from 46 students who each took 4 quizzes of 25 questions each, multiple choice and true/false. Questions were related to art and style from periods studied		The data indicates that a large percentage of students do not follow instructions or do not read them. This data indicates that with Moodle, students seem to be extra clicks away

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ARTS 2	SLO #1	the art of western cultures from the Renaissance to the Modern Era.	Lewis Goldstein	and could be found in textbook reading and/or internet research. Students were allowed access to their texts and to the internet. These quizzes measured not only familiarity and recognition of art and style but also research ability. 18 students did excellent or good work in regards to their research and style recognition. 14 students did average work, getting right answers 70% or more of the time. 4 students did not do their work at all and 10 students did very poorly, not taking the time to research at all.		from instructor's posts or else they are not getting the proper orientation with this platform.
		SLO #2	Students will identify the predominant focus, philosophy and theology of different western cultures during these time periods through the observation and analysis of their artwork.	Lewis Goldstein	25 students wrote discussion posts that showed excellent understanding of the philosophies and theologies discussed and communicated that understanding to their peers. 12 students wrote good, or average answers and showed some understanding of the topics being discussed. 9 students did not participate or wrote minimal responses to questions.	Unknown	The data indicates that a large percentage of students do not follow instructions or do not read them. This data indicates that with Moodle, students seem to be extra clicks away from instructor's posts or else they are not getting the proper orientation with this platform.
		SLO #3	Students will be able to analyze a painting and its effective or ineffective use of style, color, composition and subject matter in its intended purpose. Students will explore the relationship between stylistic effects and historical events.	Lewis Goldstein	29 students did an excellent job of analyzing and describing the effective use of color and composition in regards to antiwar messages painted by Picasso and Goya. Their essays were well written and communication was clear and concise. 7 students did an adequate analysis and 10 students either did not do the essay or did an inadequate job.	Unknown	Those who do their work do well, those who do not fail.
	ARTS 7	SLO #1	Students will integrate the elements of art	M. Romano	90% of the students were able to very successfully achieve believable form and space in still life drawing.	Students were able to maintain and improve on these abilities throughout the semester.	The students worked very hard this semester with few complaints: however, in future I hope to integrate

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ARTS 7	SLO #1	and relational viewing to create still life drawings.	M. Romano	90% of the students were able to very successfully achieve believable form and space in still life drawing.	Students were able to maintain and improve on these abilities throughout the semester.	some assignments which incorporate play and group participation. This is based on student suggestions made toward the end of the semester and I think it will make for a useful variety in their practice.
		SLO #2	Students will combine the basic laws of linear perspective and compose drawings of interiors and buildings.	M. Romano	90% of students were able to create convincing perspective in exterior and interior architecture	Students were able to maintain and improve on these abilities throughout the semester.	As this is a more complex skill set, students as a whole, did have to work harder to achieve success. More practice in the form of targeted homework assignments will probably be the best way to smooth out any rough spots.
		SLO #3	Students will analyze drawings of masters past and present and assimilate effective techniques.	M. Romano	80% of students were able to analyze drawing of past masters.	Knowledge was reflected in work throughout the semester	This was probably the least successful of the three objectives. Students' knowledge of art history is rather limited and that was reflected in their choices. In future, I will give them a list of artists to choose from as well as give more guidance as to what skill sets are being illustrated. Perhaps having them pretend to be the artist and present the work to the class as if it were their own might be a way to bridge the gap.
	ASTR 1	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	Ewa Burchard	Each discussion post was worth 10 points; the average for each discussion post ranged from 5.82 – 7.96, the average for the class was 68.12% (70%) out of 100%; which indicates that about 30% of the grade was lost due to missing students post, incomplete answers, or not following the rubrics.	Out of total 50 students 7 students missed consistency in posting to discussion forums.	NA
					Half class participated in discussion and other half did not. Half of the class seems to be intimidated by students, who frequently answered	Some students made connections across the subjects and through the semester, and formed well formatted arguments based on evidence; others were barely participating	Divide class into smaller groups, or pairs; mixing students (strong with weak) allowing them to work together where they explain each other the

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					the questions.	and had difficulties explaining using evidence, and making connections.	answers.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Bulkley, S.	SLO #2 was 75% based on the overall results of the Final Exam. This was an increase over last semester.	District will provide data	Individual questions where <50% of students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services to assist students.
				Ewa Burchard	Midterm Ave 88.5 out of 100, Final average was 60.2 PTS out of 100 PTS, including 1 who did not take the exam; from 12 students, 2 below average, 9 above average, 1 did not take the final.	Final exam was cumulative and very detailed, most of students performed above average; Students received a study guide and were allowed to use their study notes.	Remind students about reading the book and urge students to follow teachers instructions.
					Summative Assessment comprised of 14 quizzes, with the average score for the class 80 %, and midterm with the average score 89.8% , including 7 out of 50 students who did not attempt the midterm, and final exam with average score for the class 62.7 % including 12 out of 50 students who have not attended the final exam	From total 50 students, 7 out of 50 students did not attempt the midterm, and 12 out of 50 students did not attend the final exam.	Final exam study guide will be given to students
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems	Bulkley, S.	SLO #3 was 83% based on one Sky Journal Project. This was a slight decrease from last semester.	District will provide data	One-on-one time between the instructor and each student will be provided at the Astronomical Observatory to guide/help the student on the Sky Journal Research Project and answer any questions.
				Ewa Burchard	Average for paper 59.5PTS out of 100, from which 4 out of 12 did not submit the paper (0PTS), majority of	Students applied evidence based argumentative skills, cite resources and make conclusions, which they have practice	Provide exemplary research paper, sooner deadline for paper submittal, and allow the time for revisions.

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				Ewa Burchard	students performed above average at ~98PTS (5 students above 90PTS)	during discussions.	Provide exemplary research paper, sooner deadline for paper submittal, and allow the time for revisions.
					The average score for the class for the final paper was 54.8%, which includes score 0 for 19 students that have not submitted the paper.	Out of total 50 students 19 students did not submit their final paper.	Encourage students keeping the deadlines.
	ASTR 1L	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	Bulkley, S.	SLO #1 was 79% based on 15 Lab Reports. This was higher than last semester.	District will provide data	Labs where the student average score is less than 70% will continue to be reviewed, and changes may be implemented.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Bulkley, S.	SLO #2 was 85% based on a Sky Journal Project. This was a slight decrease from last semester.	District will provide data	One-on-one time between the instructor and each student will be provided at the Astronomical Observatory to guide/help the student on the Sky Journal Research Project and answer any questions.
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	Bulkley, S.	SLO #3 was 88% based on a single oral presentation. This was about the same as last semester.	District will provide data	Students will be given a checklist containing all of the important items to address in their outlines and in their oral presentations. Feedback will be given on their presentation outlines at the mid-semester point.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ATHL 1	SLO #1 (Wright)	Students will learn and demonstrate underlying fundamentals and rules related to collegiate basketball.	G. Wright	SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students knew the rules at a 90% rate.	No drops.	Greater emphasis on discussion of the rules than drilling and application.
		SLO #2 (Wright)	Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and regular season games.	G. Wright	SLO #2 is based on class/practice and game activities. Students must demonstrate the ability to execute basic, intermediate and advanced basketball drills. As well as the ability to work with others to accomplish a common goal.	No drops.	No changes at this time.
		SLO #3 (Wright)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for junior college basketball.	G. Wright	SLO #3 was evaluated by observing students participate and analyzing statistics. All students demonstrated at minimum the basic skills necessary and were able to compete.	No drops	No changes at this time.
	ATHL 2	SLO #1 (Woods/Johnson)	Student will learn and demonstrate underlying fundamentals and rules related to basketball.	L. Woods & R. Johnson	Student-athlete must demonstrate the basic fundamentals and rules of basketball.	Continuous process of student-athlete improving the basic fundamentals/rules of basketball at a 90% average rate.	Continuous process of student-athletes getting a more better understanding of fundamentals/rules of basketball, by playing in contests that are being officiated by collegiate officials.
		SLO #2 (Woods/Johnson)	Students will learn the value of hard work, integrity, honor, teamwork, dedication, sacrifice and sportsmanship to be exhibited	L. Woods & R. Johnson	Continuous process for the student-athlete work on team cohesiveness, conditioning, integrity and compliance with school code of ethics.	Student-athletes know the school code of ethics and have conditioned themselves with 100% of the student-athletes meet the two-mile run time of less than 18 minutes, 30 sit-ups and 25 push-ups.	Integrity, compliance, tutoring and counseling for the student-athletes with issues in any of these areas.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2 (Woods/Johnson)	during practice and traditional game play.	L. Woods & R. Johnson	Continuous process for the student-athlete work on team cohesiveness, conditioning, integrity and compliance with school code of ethics.	Student-athletes know the school code of ethics and have conditioned themselves with 100% of the student-athletes meet the two-mile run time of less than 18 minutes, 30 sit-ups and 25 push-ups.	Integrity, compliance, tutoring and counseling for the student-athletes with issues in any of these areas.
		SLO #3 (Woods/Johnson)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level.	L. Woods & R. Johnson	Evaluated by scouting opponents, watching practice/game film and analyzing statistics.	Students demonstrated basic skills and by evaluating helped prepare the student-athlete to compete at the community college level.	The student-athlete will have to motor skills to matriculate to the four-year university.
	ATHL 20	SLO #1A	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance.	Devon Davis	SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance tests.	No drops.	Greater emphasis on discussion of the rules than drilling and application.
		SLO #2A	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities safely.	Devon Davis	SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and conditioning exercises properly before being allowed to continue with the class.	No drops.	No changes at this time.
		SLO #3A (Davis)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Devon Davis	Students were given a choice of eating junk food for 10 days, eating healthy for 10days and / or eating vegetarian for 10 days. They kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. As expected, the better they ate, the more energy they had and	No drops	No changes at this time.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3A (Davis)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Devon Davis	the better they felt.	No drops	No changes at this time.
	ATHL 22	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport	D. Smith	SLO 1 is based on a demonstration of the basic rules and the point of emphasis of basketball. Average scores were 95%. Students retained the rules at a 98% rate.	None indicated	None indicated
		SLO #2	Affective: Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and non-traditional game play.	D. Smith	SLO 2 is based on practice/season ending statistics for the team and individuals.		None indicated
		SLO #3	Psychomotor: Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for sports.	D. Smith	SLO 3 is based on watching practice/game film, learning drills/plays and critique of the team.		None indicated
	ATHL 25	SLO #1 (Fall '14)	Students will demonstrate and value knowledge of psychological and sociological concepts, principles, and	Jennie Fregoso	Demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.	Students will return for their second year of women's softball with acquired knowledge.	Including softball mechanics as a 'basic knowledge' for all students is expected from beginning to end

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ATHL 25	SLO #1 (Fall '14)	strategies that apply to physical activity and softball mechanics.	Jennie Fregoso	Demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.	Students will return for their second year of women's softball with acquired knowledge.	Including softball mechanics as a 'basic knowledge' for all students is expected from beginning to end
		SLO #2 (Fall '14)	Students will acquire the personal skills and attitudes to function as a competitor and member of an athletic team.	Jennie Fregoso	Demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.	Students will return for their second year of women's softball with acquired knowledge.	No need for changes because of knowledge demonstrated by 'in-class' presentation on the softball field.
		SLO #3 (Fall '14)	Students will use basic principles of health and wellness to develop an informed, personal approach to mental and physical health associated with softball.	Jennie Fregoso	Demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.	Students will return for their second year of women's softball with acquired knowledge.	No need for changes because of knowledge demonstrated by 'in-class' presentation on the softball field.
	ATHL 31	SLO #1 (1)	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance.	Devon Davis	SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance tests.	No drops.	Greater emphasis on discussion of the rules than drilling and application.
		SLO #1 (1.1)	Demonstrate knowledge and ability with the expectation to exceed normal cardiovascular fitness, muscular strength, endurance and flexibility.	R. Johnson	Workout program was thorough. Program included cardiovascular, strength training, endurance and flexibility with weekly increases in expectations. Students started and finished each session with stretching with noted flexibility improvement throughout the course.	100% - All students completed the course.	Continue course with same or similar program with continued emphasis that flexibility is crucial to the overall program.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (CRN 20190)	Students will increase their knowledge of principles of lifetime sports conditioning fitness and will incorporate fitness activities into a healthy and active lifestyle.	Jennie Fregoso	All students properly demonstrated required class health principles to include: fluid intake, proper running techniques, and explanation of fitness being incorporated into everyday life.	Students will return for their second year of sports conditioning for intercollege athletes for participation of softball in the spring.	Basic knowledge of a "healthy" lifestyle for all students is expected from the beginning to the end of course.
		SLO #1 (Walker)	<p>1. Cognitive: Students will learn proper technique with in training exercises and nutritional knowledge to maximize fitness gains as it relates to competitive intercollegiate athletics. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>2. Affective: Students will learn to value superior fitness training (in season and out of season) for specific sport. Core Competency:</p>	R. Walker	10 out 10 students saw improvement and increase in strength. Squat weight increased by an average of 153 pounds. Power Clean Weight Increase by an average of 70 pounds. Bench Press Weight Increased by an average of 40 pounds.	10 out of 10 Retention Rate.	I plan on introducing more dynamic movements and focus on maintain the strength of the students during their season.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (Walker)	Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative 3. Psychomotor: Students will learn and demonstrate competency and improvement in fitness related components specific to sport including: cardiovascular, efficiency, muscular strength, muscular endurance, flexibility, and body composition. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative.	R. Walker	10 out of 10 students saw improvement and increase in strength. Squat weight increased by an average of 153 pounds. Power Clean Weight Increase by an average of 70 pounds. Bench Press Weight Increased by an average of 40 pounds.	10 out of 10 Retention Rate.	I plan on introducing more dynamic movements and focus on maintain the strength of the students during their season.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					7 out of 7 students saw improvement and increase in strength. Squat weight increased by an average of 153 pounds. Power Clean Weight Increase by an average of 70 pounds. Bench Press Weight Increased by an average of 40 pounds.	7 out of 7	I plan on introducing more dynamic movements and focus on maintain the strength of the students during their season.
		SLO #2 (1)	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities safely.	Devon Davis	SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and conditioning exercises properly before being allowed to continue with the class.	No drops	No changes at this time.
		SLO #2 (2.2)	Identify and improve weaknesses related to sport specific movements.	R. Johnson	Workout program was thorough. A portion of the workout program has an emphasis placed with strength and flexibility of the leg area muscles.	100% - All students completed course.	Continue course with same or similar program with emphasis that muscle structure strength and flexibility of the legs must be focused on.
		SLO #2 (CRN 20190)	Students will acquire knowledge and demonstrate skills to safely engage in physical activity.	Jennie Fregoso	All students demonstrated expected and proper safety skills required for use of fitness machines and activities involving the weight room as well as outdoor activities.	Students will return for their second year of sports conditioning for intercollegiate athletes for participation in the following spring for softball.	Indication of changes made for advanced fitness at an intercollegiate expectation.
		SLO #3 (1)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Devon Davis	Students were given a choice of eating junk food for 10 days, eating healthy for 10 days and / or eating vegetarian for 10 days. They kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. As expected, the better they ate, the more energy they had and the better they felt.	No drops.	No changes at this time.
		SLO #3 (3.3)	Demonstrate applications of muscular strength, endurance,	R. Johnson	Workout program was thorough. An emphasis was placed on strengthening and flexibility of muscles surrounding the knee region in order to reduce injury for the	100% - All students completed course.	Continue course with same or similar program with emphasis that muscle structure around the knee region be a focus in order to reduce likelihood of a future injury.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (3.3)	flexibility and cardiovascular fitness to injury reduction.	R. Johnson	following season. Students focused on this area especially, as knee injuries can and do occur.	100% - All students completed course.	Continue course with same or similar program with emphasis that muscle structure around the knee region be a focus in order to reduce likelihood of a future injury.
		SLO #3 (CRN 20190)	Students will understand basic principles of anatomy, physiology, and/or biomechanics and apply the knowledge to movement activity.	Jennie Fregoso	All students were able to physically and vocally demonstrate principles associated with knowledge to movement activity with use of machines and individual body movements.	Students will return for their second year of sports conditioning for intercollegiate athletes to be able to participate in intercollegiate softball in the following spring.	Having athletes with the above acquired knowledge will help assist freshman in the next semester with assistance from previous athletes.
	AUTO 51A	SLO #1 (Seever)	Proper application of hand tools and shop safety	S. Seevers	Quizzes 95% success rate with a 70% or higher. 5% earn a failing grade	16 students signed up. 2 dropped; 5 stopped coming (after 2nd check run, 9 students successfully finished)	I believe that a good sense of balance has been achieved in this area and I would not be changing anything the next time I teach this course.
		SLO #1.1	Identify tools and their functions	D. Solano	Self assessment = 92% Effectiveness. Good Student Feedback and good input from Dean.	Student Retention: Started with 14 and ended up with 10; 2 dropped Class for employment.	Refine Teaching Methods and Tactics. Strive for 97% Effectiveness and then on to 100%.
		SLO #2 (Seevers)	identify systems, components and functions	S. Seevers	Oral presentation 100% success rate with a 70% or higher, and 5 students earned failing grades because they did not show up.	Signe up 16 students, down to 14 bodies after census, 9 completed	The next time that I teach Auto 51A, I may stick with this formula or I might try letting them do research papers as teams. Either way this strengthens their English skills.
		SLO #2.1	Identify Components and their Functions	D. Solano	Self Assessment = 92% Effectiveness. Good Feedback from Students and Good Input from Dean.	Student Retention: Started with 14 and ended with 10; 2 dropped Class for employment.	Refine Teaching Methods and Tactics. Strive for 97% Effectiveness and then onto 100%.
		SLO #3.1	Learn Maintenance and Service Procedures	D. Solano	Self Assessment = 92% Effectiveness. Good Student Feedback and Good Input from Dean.	Student Retention: Started with 14 and ended with 10; 2 dropped for employment.	Refine Teaching Methods and Tactics. Strive for 97% Effectiveness and then on to 100%.
		SLO #3A	Become familiar with ASE testing and learn maintenance and service procedures.	S. Seevers	100% success rate on lab quizzes. 82% success rate on midterm. 18% failure rate. 86% success rate on final and 14% failure rate.	Began with 16, then 2 students dropped. Out of the remaining 14, 9 successfully finished.	I feel that this too was much better this time around. However, I still may tweak it a bit more the next go around.
	AUTO 53	SLO #1 (Seever/Weller)	Safely and responsibly use equipment to	S. Seever and M. Weller	Written Quiz – 22/23 or 96% of the students successfully completed this assignment with a “C” or higher, 1/23	22 students were actively enrolled after first census – 1 student added after first census, (unaware of the process) 23 students	This section currently under review to be moved to an online platform to better meet industry standards.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	AUTO 53	SLO #1 (Seever/Weller)	perform automotive repairs while minimizing impact on the environment	S. Seever and M. Weller	or 4% of the students failed. 22 Students tested Average score 96.6%	completed the course which equals 104% student retention.	This section currently under review to be moved to an online platform to better meet industry standards.
		SLO #2 (Seever/Waller)	Diagnose, repair, replace system components and become familiar with ASE testing	S. Seever and M. Weller	Written Quiz - 15\23 or 65% of the students were successful with this assignment with a "C" or higher, 8/23 or 35% of the students failed. 21 Students tested Average score 71.5%	22 students were actively enrolled after first census – 1 student added after first census, (unaware of the process) 23 students completed the course which equals 104% student retention.	Current assessment method meets industry standards and is effective in evaluating student competency.
		SLO #3 (Seever/Weller)	Perform maintenance, overhaul, removal / installation and become familiar with ASE testing	S. Seever and M. Weller	Written Quiz - 12\23 or 52% of the students were successful with this assignment with a "C" or higher, 11/23 or 48% of the students failed. 17 Students tested Average score 78.3% 6 students stopped attending after second census and failed to take the exam.	22 students were actively enrolled after first census – 1 student added after first census, (unaware of the process) 23 students completed the course which equals 104% student retention.	Current assessment method meets industry standards and is effective in evaluating student competency.
	AUTO 55	SLO #1 (Weller)	Safely and responsibly use equipment to perform automotive repairs while minimizing impact on the environment	M. Weller	Written Quiz – 14/14 or 100% of the students successfully completed this assignment with a "C" or higher. 14 Students tested Average score 83.2%	15 students were actively enrolled after first census – 1 student dropped after first census, 14 students completed the course which equals 93% student retention.	This section currently under review to be moved to an online platform to better meet industry standards.
		SLO #2 (Weller)	Diagnose, repair, replace system components and become familiar with ASE testing.	M. Weller	Written Quiz - 14\14 or 100% of the students were successful with this assignment with a "C" or higher. 14 Students tested Average score 76.7%	15 students were actively enrolled after first census – 1 student dropped after first census, 14 students completed the course which equals 93% student retention.	Current assessment method meets industry standards and is effective in evaluating student competency.
		SLO #3 (weis)	Perform wheel alignments, tire balancing, maintenance and become familiar with ASE testing	M. Weller	Written Quiz – 10/14 or 71% of the students were successful with this assignment with a "C" or higher, 4/14 or 29% of the students failed. 12 Students tested Average score 74.1% 2 students stopped attending after second census and failed to take the exam.	15 students were actively enrolled after first census – 1 student dropped after first census, 14 students completed the course which equals 93% student retention.	Current assessment method meets industry standards and is effective in evaluating student competency.
	BADM 1	SLO #1	Understand the elements of contractual	Angela Green	Students understood and explained the difference between contractual obligations and moral or ethical	Students retained the fact that just because an action isn't ethical doesn't necessarily mean that it's wrong if it's written into a	Revise discussion questions to bring in current, relevant, outside research/information in order for

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	BADM 1	SLO #1	obligations and how to recognize these requirements.	Angela Green	obligations.	contract.	students to connect the book lesson with real world experiences/situations.
		SLO #1 (Vasconcellos)	Understanding of contract law	R. Vasconcellos	Students attained 74% comprehension for this SLO	88.6%	Will continue testing objective.
		SLO #2	Recognize key regulatory agencies responsible for enforcing contracts and property rights.	Angela Green	Students were able to identify the appropriate regulatory agencies based on the particular contracts and property rights.		Review the essay assignment options and revise/narrow the options in order to allow students to focus on particular agencies so more in depth information can be attained.
		SLO #2 (Vasconcellos)	Understand distinctions between tort and criminal law	R. Vasconcellos	Discussions included class presentations and case briefings.	88.6%	Will continue measuring SLO during subsequent semester.
		SLO #3	Identify and have a general knowledge of domestic case law at the federal and state level supportive of rights pertaining to contracts, private and intellectual property.	Angela Green	Quizzes are ungraded but incorporate information from all covered chapters at the point of the quiz.	Quizzes provide a review of covered material and help prepare students for the final exam.	Add a graded quiz in order to help students prepare for the final exam .
		SLO #3 (Vasconcellos)	Understanding various forms of business ownership	R. Vasconcellos	Term project submissions evidenced a thorough understanding of distinctions; 80% comprehension.	88.6%	Will continue measuring SLO next semester alternating between creating business plan and/or researching ownership methods. Depending upon subsequent data collected in future assessment's, instructor may drop business plan creation project.
	BADM 2	SLO #1 (Ulibarri)	Understanding of wills and estate planning, differentiate between various types of property and know	C. Ulibarri	80% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of both	45 students were enrolled in this course –8 students were dropped after the first census. This resulted in 37 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so	The above data indicates that either with the Holidays or just with the time of the year, this semester was really rough for my students in this course.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	BADM 2	SLO #1 (Ulibarri)	remedies associated with violations of property rights.	C. Ulibarri	"tort law" as well as the knowledge of contracts. The remaining 10% neglected to turn in either one or both of their essays.	many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	The above data indicates that either with the Holidays or just with the time of the year, this semester was really rough for my students in this course.
		SLO #2 (Ulibarri)	Understand the law governing employment contracts both at the state and federal level. Understand the methodology employed as a means of both protecting the environment and assuring optimum level of commercial production.	C. Ulibarri	85% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of both "tort law" as well as the knowledge of contracts. The remaining 15% neglected to turn in either one or both of their essays.	45 students were enrolled in this course –8 students were dropped after the first census. This resulted in 37 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	The above data indicates that either with the Holidays or just with the time of the year, this semester was really rough for my students in this course.
		SLO #3 (Ulibarri)	Determine what situations that we deal with in the everyday world need to be dealt with legally or if they are out of the legal system and need to be handled in a different manner. Understand the regulations involving the establishment of partnerships, corporations, limited liability partnerships, S Corps in conjunction with the responsibilities of officers and	C. Ulibarri	95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5% neglected to submit the discussion questions in weekly which really hurt their grade.	45 students were enrolled in this course –8 students were dropped after the first census. This resulted in 37 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (Ulibarri)	directors to their shareholders.	C. Ulibarri	95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5% neglected to submit the discussion questions in weekly which really hurt their grade.	45 students were enrolled in this course –8 students were dropped after the first census. This resulted in 37 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.
	BADM 5	SLO #1 (Martin)	Demonstrate the skills necessary to apply business concepts and problem solving to a real world scenario.	Stephanie Martin	86% of the students successfully completed the objective with a C or higher. Two students did not submit the assignment. Two students failed to complete the objective with a C or higher.	41 students were enrolled in the course at the add/drop date. All completed the course.	The modifications improved student performance. Next semester I will include references to the tutors and other online writing guides to help students improve the quality of their submissions.
		SLO #2 (Martin)	Demonstrate understanding of business topics of a real-world business	Stephanie Martin	97% of the students successfully completed the objective with a C or higher.	41 students were enrolled in the course at the add/drop date. All completed the course.	This was a highly successful assignment, and it received positive response from the students. The assignment will not be changed for the next semester.
		SLO #3 (Martin)	Demonstrate mastery of the course content	Stephanie Martin	68% of the students completed the objective with a C or higher.	41 students were enrolled in the course at the add/drop date. All completed the course.	The data indicates that students are failing to review their lecture notes prior to taking their untimed, open notes, open book final exam. I will prepare a more focused study guide for next semester.
	BADM 51	SLO #1	The student will be able to perform basic arithmetic calculations as applied to business situations.	Bawden, A.	CRN: 20004 - (online 36 students) 89%, 20093 (live 19 students) 88%	20004 - 14 students dropped 20093 - 15 students dropped	
		SLO #2	The student will be able to	Alec Bawden	20004 (online 36 students) 81%). 20093 (live 19 students) (91%)	20004 -- 14 students dropped 20093 -- 15 students dropped Attendance in 9 week live	Mid Term eliminated and review questions includes with each quiz. Mid

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		SLO #2	compute discounts, markups and markdowns.	Alec Bawden	20004 (online 36 students) 81%). 20093 (live 19 students (91%))	class a problem.	Term proved to be too time consuming for 9 week class. Lesson 4 divided into 2 lessons.
		SLO #3	The student will be able to compute payroll and deductions.	Alec Bawden	20004 (online 36 students-20093 (live 19 students)	Retention a problem (check SLO 1 AND 2)	Lesson 4 being divided into 4 and 5, has caused lesson 8 to be eliminated.
	BCTT 50A	SLO #1	Define and demonstrate an understanding of safe working practices that ensure a safe working environment.	T. Ratliff	12/15 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #1.	16 students were enrolled in this class. 1 student was dropped after the first census. The retention rate for this class was 93%.	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
		SLO #2	Identify and evaluate common hand signals, rigging hardware, and slings used in rigging operations.	T. Ratliff	13/15 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #2.	None indicated	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
	BCTT 50B	SLO #1	Recognize and identify common hand and power tools used in the construction industry.	T. Ratliff	12/12 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #1.	12 students were enrolled in this class. No students were dropped after the first census. The retention rate for this class was 100%.	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results. The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
		SLO #2	Describe the safe use and maintenance of common hand and power tools.	T. Ratliff	12/12 students successfully participated in the discussion question with a grade of "C" or higher, thus indicating they have a strong understanding of SLO #2.	None indicated	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
	BCTT 50C	SLO #1	Recognize and identify basic blueprint terms,	T. Ratliff	10/10 students successfully completed the quiz with a "C" or higher, thus indicating they have a	10 students were enrolled in this class. No students were dropped after the first census. The retention rate for this class was 100%.	The results indicate that the majority of students were able to develop a satisfactory understanding and

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	BCTT 50C	SLO #1	components, and symbols.	T. Ratliff	strong understanding of SLO #1.	10 students were enrolled in this class. No students were dropped after the first census. The retention rate for this class was 100%.	knowledge of the material covered. Future expectations for this course would be for similar results.
		SLO #2	Identify different classifications of drawings.	T. Ratliff	9/10 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #2.	None indicated	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
	BCTT 60A	SLO #1	Identify and describe the uses of various building materials, such as nails, screws, adhesives, and lumber products.	T. Ratliff	4/5 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #1.	25 students were enrolled in this class. 18 students were dropped after the first census. The retention rate for this class was 28%.	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
		SLO #2	Demonstrate an understanding of common hand and power tools used by carpenters and their safe uses.	T. Ratliff	4/5 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #2.	None indicated	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
	BCTT 60B	SLO #1	Students will identify and describe the components of a wall or ceiling layout.	T. Ratliff	7/8 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #1.	25 students were enrolled in this class. 17 students were dropped after the first census. The retention rate for this class was 32%.	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
		SLO #2	Students will demonstrate an understanding of the correct procedure for assembling and erecting an exterior wall.	T. Ratliff	5/7 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #2.	None indicated.	The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.
	BIOL 1	SLO #1	By the end of the course, the successful student will be able to know or demonstrate in written form,	B. Ranney	Students who were actively participating in the discussion boards were successful with demonstrating this SLO. Students who were not actively participating in the discussion boards (8/32) did not meet the SLO target. Discussions	24 of 32 students were retained and successful with this SLO (75%). In the future, I will drop students more aggressively from the course if they are not participating and not responding to contact attempts.	In the future, I will redefine the syllabus to indicated that non-participation in discussion boards for some number of weeks (I want guidance on how many weeks from the DE committee) will result in being dropped from the course. The problem, as I see it, is that

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	BIOL 1	SLO #1	understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	B. Ranney	between students and discussion between myself and students showed that the participants understood the process of science and the relationship between established and scientific knowledge. Students calling each other (politely) on the discussion board for erroneous posts or posts that were not well thought-out seemed to be the most effective way for all students to establish their understanding of the process of science. Students seemed more accepting of other students redirecting them (as seen by the responses of the original poster, who was being re-directed) rather than my re-directing them. This could be because students tended to redirect other students sooner than I did, because students knew each other outside of the online class, or some other reason. Students who did not engage in the discussion boards did not respond to my attempts to contact them through either email or phone so I cannot say why they were not engaged.	24 of 32 students were retained and successful with this SLO (75%). In the future, I will drop students more aggressively from the course if they are not participating and not responding to contact attempts.	some of these students would submit a weekly writing assignment, so they did not just disappear—they just were not engaged.
				B. Sage	A = 26%, B = 22%, C = 17%, D = 17%, F = 18% This is a very flat distribution. Excluding the two Fs that resulted from those students who did not take the test, they did fairly well. The essays are more challenging for these high school students who may not be able to explain detailed processes well. Many of the students understood the material well, hence the high numbers of As and Bs.	N/A	For future high school sections, I plan to have them write their essays in class before the test and then go over them as a group so that key ideas that I want them to include can be discussed. Perhaps having this be an assignment that is turned in before the exam would work as well.
				Christy Getzlaff	Of the 6 students who completed this course, all 6 students completed the assignment with a "C" or higher.	8 students were enrolled in this course, 2 students were dropped after the first census. This resulted in 6 students completing the	I am not planning to change the assignment. It is an excellent opportunity for the students to work

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				Christy Getzlaff	Of the 6 students who completed this course, all 6 students completed the assignment with a "C" or higher.	course (75% retention rate).	through the scientific process including collecting data, analyzing and researching the information, and reporting their findings.
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	B. Ranney	The final exam covered material from the second half of the course. Since students had gotten an idea for how the testing would go when they took the midterm, they seemed to apply themselves much more for the final, as indicated by a higher average (72% on the midterm, a 79% on the final). Students who were not successful with the final corresponded with the 8 who were not engaged on the discussion boards. However, students who were successful on the final not only were engaged on the discussion boards but tended to have also downloaded the study guide.	Students who were engaged with the class during the length of the course were successful with the final exam. Those who were less engaged were less successful.	I am considering adding a practice test but I do not want to overload students with "things to do". I want them focusing on understanding what they are reading in their textbooks in preparation for the exam.
				B. Sage	A = 6%, B = 29%, C = 38%, D = 12%, F = 15% What I saw was a standard bell-shaped distribution; the students who worked hard did well and the ones that did not, failed. There are about as many scores in the center of the distribution as would be normal. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is higher than in previous exams. This group has done well in regard to the objective examination format and essays. There is a very little absenteeism in the class and plenty of participation which does help them with the exams.	N/A	I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.
				Christy Getzlaff	4 out of 6 students completed Quiz 3 with a "C" or better (67%). The other 2 students received an "F" for Quiz 3 (33%).	8 students were enrolled in this course, 2 students were dropped after the first census. This resulted in 6 students completing the course (75% retention rate).	I was using the publisher's testbank for many of the questions on the quizzes and I think I can do a better job aligning the quiz questions with the review sheets.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusion, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Ranney	72% of students were successful with the end of class presentation and paper. These students identified a topic of interest and prepared a short (12 PowerPoint slides) presentation with a short (3-5 pages) paper outlining what they learned. Students who were not successful turned it in after grades were submitted (one turned it in on January 1!), two decided after talking with me that they were not going to do the project, even though it accounted for a large percentage of their grade because they had other obligations to attend, and those not engaged in discussion boards did not tend to do the final project. I had one student who turned in the weekly writing assignments but did not participate in the discussion boards; he took the exams but did not do the project. This suggested to me that I must emphasize in the syllabus and instructor posting area that the project is not optional. Students who were successful with the presentation and paper tended to include a line about how they enjoyed having the freedom to investigate a topic of their own choosing.	72% of the students were successful with this SLO. The 28% who were not successful did not do the presentation and paper, suggesting that it was not the assignment itself that was the difficult but getting the students to complete it was.	Next summer, I will post in the instructor area reminding students of the presentation and I will send an email to students in week 4 reminding them to pick a topic.
				B. Sage	A = 50%, B = 13%, C = 15%, D = 12 %, F = 10% Most of the students who turned in the project did well. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all or students who did not consult me with a rough draft. Overall, I was not as pleased with the results of the project as I would have liked. High school students often have	N/A	This improved data shows that I should request intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				B. Sage	difficulty with procrastination, but this group has been fairly good at preparing for class.	N/A	This improved data shows that I should request intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement.
				Christy Getzlaff	Of the 6 students who completed this course, all 6 students received a "C" or better on their presentations.	8 students were enrolled in this course, 2 students were dropped after the first census. This resulted in 6 students completing the course (75% retention rate).	I believe this is a great assignment but I may have the students pick their own topics for next session, rather than choosing it for them.
	BIOL 10	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	B. Ranney	Students in both the live and online BIOL 10 course showed by the end of the course an understanding of the process of science, the scientific method, and the relationship between established and scientific knowledge. Generally students were very successful with this SLO as it required them to talk to one another and then to me. Students who were unsuccessful (9/77) in the course were also unsuccessful with this SLO. Discussing ideas with peers and the instructor seemed to strengthen student understanding of the material. Students who did not engage in the discussions seemed to lack an overall understanding of the biology content. Their lack of engagement could be due to a number of reasons and without knowing why they did not participate, it is difficult to encourage greater participation next fall. However, I do know that some students in class were shy and unwilling to discuss their ideas within their group or class discussion.	68 of 77 students successfully met this target. The nine who did not were not generally engaged with the class. Engaged students actively participated, even when the topic (how we should react to Ebola for instance) was outside their comfort zone.	Next fall, I will encourage more small group discussions that then report out to the larger class. In the online section, I will encourage more peer-to-peer interaction.
		SLO #2	By the end of the course, the successful student	B. Ranney	The final exam consisted of 50 multiple choice questions. The average score was a 78% with a	The majority of students (71/77) were successful on the final exam. Of those who were not, improved performance on the	Next fall I will emphasize the importance of studying from the quizzes to prepare for the final exam.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	B. Ranney	range of 40%-98%. Students who scored below a 70% on the final exam (n = 6) had not done well on the quizzes given throughout the semester. Students who scored about a 70% on the final exam had done better on the quizzes given throughout the semester. Students scoring 85% or better tended to have asked me questions about the material all through the semester.	quizzes given throughout the semester may have helped their performance on the final.	Next fall I will emphasize the importance of studying from the quizzes to prepare for the final exam.
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Ranney	65 of 77 students were successful with this quiz. Four students indicated to me before the quiz that they would not be taking the quiz and using it as their low score drop quiz due to personal time choices. Since they felt they did not have enough time to study, they opted not to take the quiz at all. As I drop the low quiz score, I felt that was a reasonable decision for them. The other students failed the quiz. Talking with them afterwards it was because they had not studied enough (less than 30 minutes or not at all). Students who were successful reported reviewing their notes for at least 30 minutes prior to the quiz. The quiz had 10 multiple choice questions.	Of the nine students who were not successful with the course, 5 were unsuccessful with this quiz. Students who were successful with the quiz tended to be successful with the course.	I will encourage students to spend at least 30 minutes reviewing their notes to prepare for the quiz.
	BIOL 10L	SLO #1	By the end of the course, the successful student will be able to know or demonstrate in written form, understanding of the processes of science, the scientific method, and the relationship	B. Ranney	Evaluating the laboratory reports, it was clear that students were successful with this SLO. Working in groups, their teams wrote reports detailing what had been done in lab, what they learned from it, and why these concepts were important to understand in biology. Students had to evaluate their teammates' contributions, helping to ensure that no one received credit for work they did not complete. For instance, in one group, a student routinely tried	Of the 29 students in the class, one failed the course but three were not successful with this SLO. The other 26 students were successful.	The data indicate that having students work in teams and self-evaluate their teams' performance enhances student participation and success with writing. I plan to continue to use the group laboratory report method as a tool for students to discuss with each other and share with me what they learned and why they think those points are important.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	BIOL 10L	SLO #1	between scientific and established knowledge.	B. Ranney	to get others to do the lab work and the write-up but his group members would not put his name to work he did not do, insisting instead that he either contribute or work on his own. In the end, the student decided to do the laboratory work but not the report. Since he was also in the live lecture of BIO 10 with me, where he would write out answers to essay questions, I concluded that he was not highly motivated to complete the laboratory reports, not that he was not capable. The other two students who were not successful in completing laboratory reports self-identified personal issues that prevented them from focusing on school. Even with extended deadlines, they were unable to complete the work. Students who were successful came to class, worked with the group, and focused on writing their reports immediately following laboratory sessions.	Of the 29 students in the class, one failed the course but three were not successful with this SLO. The other 26 students were successful.	The data indicate that having students work in teams and self-evaluate their teams' performance enhances student participation and success with writing. I plan to continue to use the group laboratory report method as a tool for students to discuss with each other and share with me what they learned and why they think those points are important.
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	B. Ranney	Students completed beginning of the class quizzes reviewing the procedures that would be covered in lab that day as well as reviewing the material from the previous week's session. Quizzes were 10 questions in length and focused on the recall and understanding levels of Bloom's Taxonomy. Students taking the quiz were 100% successful on recall questions of quiz 3 and 80% successful on understanding questions. 4 students were unsuccessful with the quiz because they either skipped lab that day (n=2) or came late to class (n=2). The quiz serves as motivation for on-time arrival so make up of quizzes without a documented reason (medical appointment, for example) cannot be	25 students were successful with this SLO and the 4 who were not did not come to class on time. However, over the course of the semester, 12 quizzes were given and of the 4 who missed quiz 3, 3 showed proficiency with the SLO on other quizzes. The fourth student routinely missed class or came late, therefore he did not show proficiency with this SLO.	I will continue to quiz students at the beginning of class as a motivator for them to come on time!

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	B. Ranney	made up (the lowest score is dropped).	25 students were successful with this SLO and the 4 who were not did not come to class on time. However, over the course of the semester, 12 quizzes were given and of the 4 who missed quiz 3, 3 showed proficiency with the SLO on other quizzes. The fourth student routinely missed class or came late, therefore he did not show proficiency with this SLO.	I will continue to quiz students at the beginning of class as a motivator for them to come on time!
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusion, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Ranney	Students were given an opportunity to discuss genetically modified organisms (GMOs) in relation to a biotechnology virtual simulation done as part of laboratory activities. Working with their laboratory group, they first defined what they thought a GMO was, discussed the pros and cons of GMOs, and if food labeling should be mandatory in the US. As a class, we then clarified GMOs definitions and the pros and cons of GMO use. Groups could report out using a spokesperson or individually, depending on how comfortable students were with speaking to the class. All students participated and had something interesting to say about how we use GMOs in our country today	All students were successful with this assessment method and this SLO.	I will continue to use this pedagogy next fall when BIO 10L is offered again. Discussing the implications of biological research is important for students, especially ones who may not have another biology course in their college careers.
	BIOL 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.	Bento, G.	Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified 3 concepts, principles or theories, relevant to human sexuality. Student success was 67%. The five	86%	Student success was 67%. No immediate changes are planned.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	BIOL 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.	Bento, G.	students that earned a D missed multiple study guide assignments and class meetings. The remaining seven students that earned an F did stopped attending, missed an exam, an essay, or multiple study guides.	86%	Student success was 67%. No immediate changes are planned.
				Gustavo Bento	Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Twenty-four or 72%% of the students achieved success. Most students wrote well constructed paragraphs. Ten students were not successful. Two of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The Ss that earned an F missed multiple assignments.	79%	Student success was 72%. No immediate changes are planned.
				J. Williams	- Students completed a 3-5 page paper on their own sexual development, in which they had to incorporate & explain key concepts, and how the concepts tie into their own sexual development. Key concepts students had to write about included: sexual intelligence; how parents, friends, society, media, religion, politics, etc. shapes sexuality, including their own; describing two parts of the male/female anatomy with explanation of how it works; social learning theory; gender roles; sexual orientation. 24/34 or 71% of the students successfully completed the paper with an "A" 4/34, or 12% of the students successfully completed the paper	I had 39 students actively enrolled after first census –1 student dropped and 4 students were instructor dropped due to lack of participation, thus I had 34 students who completed the course which equals 87% retention.	The data indicates that students understand the concepts and theories, and are able to apply it. Students displayed an understanding of how the concepts apply to their own sexual development. Instructor will continue encouraging students to complete their midterm papers, and continue offering additional support when needed. Instructor will continue using the grading rubric.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				J. Williams	with a "B" 1/34 or 2% of the students successfully completed the paper with a "C" 5/34 or 15% of the students did not complete the paper	I had 39 students actively enrolled after first census –1 student dropped and 4 students were instructor dropped due to lack of participation, thus I had 34 students who completed the course which equals 87% retention.	The data indicates that students understand the concepts and theories, and are able to apply it. Students displayed an understanding of how the concepts apply to their own sexual development. Instructor will continue encouraging students to complete their midterm papers, and continue offering additional support when needed. Instructor will continue using the grading rubric.
		SLO #1 (CRN 20453 & 20454)	List and describe the basic anatomy and physiology of males and females as well as their external and internal sex organs.	Kathryn Dust	Notebooks improved the student's abilities to process key information and their test performance. Notebook grade averages; # 11 A 90% or better # 2 B 80% or better # 3 B 70% or better * Note; no grades lower than 70% Total exam averages; # 9 A 90% or better # 5 B 80% or better # 1 C 70% or better * Note; no grades were lower than 70% Students reported that the worksheets were very helpful in processing the milestones of development and the key components of male – female reproductive systems.		Using a notebook reinforces cognition, boost the memory and recall and increase final grades. The notebook will be a continued requirement for this course.
		SLO #1 (Summer 14)	Homework is assigned to help the student understand the material covered in each chapter and the discussion on line shows that students have read the material.	Tanja Addison	Of the 46 students registered for this class, 8 did not turn in any homework at all (7 withdrew) and 2 were inconsistent. The rest of the 35 students did turn in homework assignments (76%). Not all students did it in a timely manner (which cost them points if they are turned in late) but did it never the less. 89% of the students did it in a timely manner.		I will not change anything in regards to the homework assignments. Students seem to understand that they have a certain time frame in which to turn in homework. The majority of the students did well turning in the work when it was expected of them. If I change my action plan and give students more time to turn in homework they will fall behind as the

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (Summer 14)	Homework is assigned to help the student understand the material covered in each chapter and the discussion on line shows that students have read the material.	Tanja Addison	Of the 46 students registered for this class, 8 did not turn in any homework at all (7 withdrew) and 2 were inconsistent. The rest of the 35 students did turn in homework assignments (76%). Not all students did it in a timely manner (which cost them points if they are turned in late) but did it never the less. 89% of the students did it in a timely manner.		tests are based on the chapters we cover.
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.	Gustavo Bento	Student success was achieved by 24 students (72%). The other students did not complete all the assignments. Ten students were not successful. Two of the Ss that earned a D had very low test scores in 30-50% range across most exams. The other two S that earned a D missed multiple assignments. All of the Ss that earned an F missed multiple assignments.	79%	Student success was 72%. No planned changes at this time.
					Student success was achieved by 25 students (68%). The other students did not complete all the assignments. Ten students were not successful. Five of the Ss earned a D and all had very low test scores in 30-50% range across most exams. The seven Ss that earned an F missed multiple assignments, exams and class meetings.	86%	Student success was 68%. No planned changes at this time.
				J. Williams	Discussion posts: 32/39 or 82% of the students successfully completed their posts with a "C" or higher, 4/39 or 10% of the students did not follow criteria on the grading rubric, 3/39 or 8% of the students did not complete all of their posts.	I had 39 students actively enrolled after first census –1 student dropped and 4 students were instructor dropped due to lack of participation, thus I had 34 students who completed the course which equals 87% retention.	The majority of the students demonstrated the ability to analyze and critically evaluate different ideas, arguments, and point of views associated with human sexuality. Students displayed the ability to incorporate information from resources beyond the textbook in their critical evaluations. Instructor checked in with students and offered additional support to those who were not completing assignments. Instructor will continue to encourage students to follow the guidelines for the discussion posts and to complete their

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				J. Williams	Discussion posts: 32/39 or 82% of the students successfully completed their posts with a "C" or higher, 4/39 or 10% of the students did not follow criteria on the grading rubric, 3/39 or 8% of the students did not complete all of their posts.	I had 39 students actively enrolled after first census –1 student dropped and 4 students were instructor dropped due to lack of participation, thus I had 34 students who completed the course which equals 87% retention.	posts. Instructor will continue using grading rubric.
	SLO #2 (CRN 20453 & 20454)	Students will be able to analyze and evaluate different ideas, arguments and point of views associated with human sexuality.	Kathryn Dust	<p>This cooperative learning endeavor used samplings of media to provoke the student's reasoning, intuition, and perception. Results of observational grades were;</p> <p># 8 A 90% or better</p> <p># 5 B 80% or better</p> <p># 1 C 70% or better</p> <p>* Note; no grades lower than 70%</p> <p>This assignment incorporated relevant open ended questions. The task required high level thinking, and assisted learners to become 21st century skilled – college and career ready.</p>		The instructor will develop a questionnaire regarding the impact advertising projects. The class will address repeated patterns of damaging gender stereotypes, images, and messages that promote and reinforce unrealistic and unhealthy perceptions of beauty, perfection and sexuality. The activity stimulated critical thinking skills thru specific high level questions and strategies. The learning experience challenge high level thinking and provide the opportunity to use newly acquired academic language. The survey would be a useful tool that ignites small group's conversation and double as functional assessment tool.	
	SLO #2 (Summer 14)	2 Open Book Midterms	Tanja Addison	Of the 46 students registered for this class, 9 did not take either midterm (7 of the 9 withdrew and the other 2 failed to withdraw). The rest 37 students (80%) did take either one or both midterms. Of the 37, 30 received a passing grade for both tests (81%).		It appears that 81% of the students understood that they needed to take 2 midterms and pass with a D or above to be successful in the class.	
	SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	Gustavo Bento	Student success was achieved by 24 students (72%). The other students did not complete all the assignments. Ten students were not successful. Two of the Ss that earned a D had very low test scores in 30-50% range across most exams. The other two S that earned a D missed multiple assignments. All of the Ss that earned an F missed multiple assignments.	79%	Student success was 72%. No changes are planned for next term.	

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					Student success was achieved by 25 students (68%). The other students did not complete all the assignments. Twelve students were not successful. Five of the Ss earned a D, three did not complete the analysis essay. The six Ss that earned an F did not complete the analysis essay and missed multiple study guide. Several also did not give a presentation.	86%	Student success was 68%. No changes are planned for next term.
				J. Williams	Students posted viewpoints about whether prostitution is beneficial/harmful, should be legal/illegal, regulated by government/not regulated; benefits/consequences of gender roles; posted position on whether it is ethically appropriate to perform corrective surgery on intersexed children; responsibility in disclosing that one has an STI; viewpoint on whether sexual intimacy or emotional intimacy is easier in a relationship Discussion posts: 33/39 or 85% of the students successfully completed their posts with a "C" or higher, 2/39 or 5% of the students did not follow criteria on the grading rubric, 4/39 or 10% of the students did not complete all of their posts.	I had 39 students actively enrolled after first census –1 student dropped and 4 students were instructor dropped due to lack of participation, thus I had 34 students who completed the course which equals 87% retention.	The majority of the students successfully demonstrated the ability to articulate positions orally and in writing. Students showed the ability to support their viewpoints with statistics and references that extended beyond the textbook. Some of the students did not answer components of the discussion questions. Instructor provided feedback and gave students an opportunity to make necessary corrections by the due date. Instructor checked in with students and offered additional support to those who were not completing assignments. Instructor will continue to encourage students to follow the guidelines for the discussion posts and to complete their posts. Instructor will continue using grading rubric.
		SLO #3 (CRN 20453 & 20454)	Student will develop the ability to identify sexually transmitted diseases and be knowledgeable of essential methods of prevention.	Kathryn Dust	New project – no past data. 9-A's, 5-B's, & 4 incomplete the assignment.		I hope to create a public health information board where individual projects can be displayed. Next semester, the poster project will be included in the course curriculum because the class responded in an encouraging and optimistic fashion.
		SLO #3 (Summer 14)	Open book final exam	Tanja Addison	With 46 students registered for the class, 14 did not take the final. Of those 14, 2 were failure to withdrawal and 7 withdrew; the other 5 just didn't take the final. 32		This was the first time in 7 years that I had to award so many F's, however it appeared that even though I was available for emails etc. and had 3 open book tests, only 28 students took this

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		SLO #3 (Summer 14)	Open book final exam	Tanja Addison	students (78%) did take the final. Of those 32, 18 received a final grade of F (due to not participating regularly, not taking the midterm or doing poorly on it and/or not taking the final or doing poorly on it). 28 students of the original 46 (60%) received a passing grade.		class serious. They posted on time, posted with thought and took their time taking the 3 open book tests. My action plan is to drop students who have not filled out the syllabus in the first week or have not posted in the first week, in hopes of showing students the importance of being pro-active in the class.
	BIOL 2	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	B. Sage	A = 18%, B = 35%, C = 27%, D = 8 %, F = 12 % There was a big disparity between my two sections. The afternoon class did not do as well as my morning class. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all or students who did not consult me with a rough draft. Overall, I was pleased with the results of the project.	N/A	This improved data shows that I should continue to make intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement.
				Iryna McGuire	“Scientific method” laboratory work. 34 out of 34, or 100% of the students successfully completed this assignment with a “C” or higher grade.	I had 34 students enrolled in the class. 1 student was an instructor drop, because he did not attend the class. 1 student was a military withdrawal, because she was sent out of state by the military. 2 students received an “F” for the course and 5 students received a “D” for the course. Overall, I had 25 students who completed the course with grade “C” or better, which is an equivalent to a 74% retention rate.	The rubric will be adjusted to give students a more specific criteria for grading and scoring. I will also incorporate more examples of scientific methods into biological research, as well as in everyday life to emphasize to the students the importance of scientific approach in conducting experiments and in improving the results.
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills	B. Sage	A = 19%, B = 25%, C = 30%, D = 19%, F = 7% These results are somewhat different from past semesters. What I saw was a bimodal distribution; the students who worked hard did well and the ones that did not, failed. There are about as many scores in the center of the distribution as	N/A	I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.

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		SLO #2	when completing essay and/or objective exams.	B. Sage	would be normal. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is about normal when compared with previous years. This group (especially the afternoon class) has had a difficult time with this class in regard to the objective examination format and essays. There is a lot of absenteeism in the afternoon class which does not help them for the exams.	N/A	I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.
				Iryna McGuire	I had 2 students who did not show up for the Final, and 4 students who scored lower than 70% on the Final. Overall, 26 out of 32 students or 81% were successful with this assignment and received grades "C" or better.	I had 34 students enrolled in the class. 1 student was an instructor drop, because he did not attend the class. 1 student was a military withdrawal, because she was sent out of state by the military. 2 students received an "F" for the course and 5 students received a "D" for the course. Overall, I had 25 students who completed the course with grade "C" or better, which is an equivalent to a 74% retention rate.	I will continue to use this assessment with some changes every year, making sure my tests reflect new recent data and materials from the field of biology.
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusion, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Sage	A = 18%, B = 35%, C = 27%, D = 8 %, F = 12 % There was a big disparity between my two sections. The afternoon class did not do as well as my morning class. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all or students who did not consult me with a rough draft. Overall, I was pleased with the results of the project.	N/A	This improved data shows that I should continue to make intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement.
				Iryna McGuire	23 out of 32, or 72% of the students successfully completed this	I had 34 students enrolled in the class. 1 student was an instructor drop, because he	This assignment showed the lowest retention in the class. I believe the

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Iryna McGuire	assignment with a "C" or higher grade. 7 students or 22% failed to follow criteria defined by the rubric and received a "D", 2 students or 6% failed to submit the assignment.	did not attend the class. 1 student was a military withdrawal, because she was sent out of state by the military. 2 students received an "F" for the course and 5 students received a "D" for the course. Overall, I had 25 students who completed the course with grade "C" or better, which is an equivalent to a 74% retention rate.	students need more time and practice to understand Hardy-Weinberg problems. 22% of the students could not apply knowledge of algebra to solve the problems using the equations. I plan to use an extra lesson for modeling and scaffolding during the next semester. I will also provide after class instructions for the students who need extra help. I also plan to offer more world problems related to real life during laboratory hours to increase students' interest and involvement.
	BIOL 4	SLO #1	Demonstrate orally, and in written form, the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	B. Sage	A = 53%, B = 3%, C = 6%, D = 12 %, F = N/A 21 % This is very clearly a bimodal distribution. Most of the students who turned in the project did well. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all or students who did not consult me with a rough draft. Overall, I was not as pleased with the results of the project as I would have liked.		This improved data shows that I should continue to make intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement. I will continue to press the idea of starting early and getting more feedback from me along the way.
		SLO #2	Demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	B. Sage	A = 6%, B = 29%, C = 38%, D = 12%, F = 15% N/A What I saw was a standard bell-shaped distribution; the students who worked hard did well and the ones that did not, failed. There are about as many scores in the center of the distribution as would be normal. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is higher when compared with previous years. This group this semester has had a difficult time with this class in regard to the objective examination format and essays. There is a lot of absenteeism in the class which does not help them for the exams.		I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Demonstrate evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Sage	A = 53%, B = 3%, C = 6%, D = 12 %, F = N/A 21 % This is very clearly a bimodal distribution. Most of the students who turned in the project did well. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all or students who did not consult me with a rough draft. Overall, I was not as pleased with the results of the project as I would have liked.		his improved data shows that I should continue to make intermediate sections be turned in before the overall project is due and that I should devote more class time to working on these projects. Procrastination is a big issue and if I make sure that they get started with the project early, this problem should have less of an effect on the overall achievement.
	BIOL 5	SLO #1	Demonstrate rally, and in written form, understanding of the processes of science, the scientific methods, and the relationship between scientific research and established knowledge.	B. Ranney	The average score on the first unit exam was a 75% with a range of 60%-97%. The students who scored below a 75% indicated that they had trouble with reading comprehension from the textbook (when I would talk with them, and ask them about passages from the text, they could not explain what they had just read), were not dedicating enough time to the course (less than an hour a week when I surveyed them), and had not formed a study group. Students who scored higher than a 75% had fewer such issues—they had greater reading comprehension, were dedicating more time to the course, and had at least a study buddy if not group. Students who scored 85% or higher also tended to be the students who were actively participating in class with group work and discussions leading up to the exam.	8 students scored 74% or lower on the first unit exam. The remaining students scored at 75% or above.	Next fall, I will have a better set of structured reading guide questions for students. Also, I want to talk to Mr. Sage about adopting a text with a computer assisted instruction component, such as Connect by McGraw Hill. When my microbiology and anatomy students used the Connect program last spring, they had immediate reading comprehension practice as the homework was tied directly to the e-book. If students missed a question, they were directed back to the page with the answer to re-read the information. I think such a system would be beneficial for physiology students as well.
		SLO #2	Demonstrate content knowledge and test taking skills when completing essays and/or	B. Ranney	Students were wildly successful with the final exam. It was a set of 6 essay questions. The students were told which topics to prepare for but not given questions to prepare; they were allowed to review their	All students were successful with the final except the one student who withdrew from the course immediately after census because he lacked transportation to and from class.	Next fall, the data indicates continuing the final exam with essay questions. Students did a better job explaining physiological processes than selecting correct answers on multiple choice tests, as indicated with tests given

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	objective exams.	B. Ranney	individual answers with their group before submitting to me (final 15 minutes of final). The answers I received were generally well-written (given the time constraints), coherent, and logical. All students experienced success with the final exam, suggesting that I can ask more difficult questions in the future. Students reported to me after the final that they felt the group discussions and writing assignments in class throughout the semester prepared them to think quickly and produce good writing at the final.	All students were successful with the final except the one student who withdrew from the course immediately after census because he lacked transportation to and from class.	throughout the semester. This suggests to me to add more essay questions throughout the semester.
		SLO #3	Demonstrate valuation of biological data, draw reasonable conclusions, recognize the ethical implications, if applicable, and apply these conclusions to personal, community, or scientific problems.	B. Ranney	Students were to reflect on what they learned from the physiology laboratory exercises in a weekly laboratory report composed of what they did, what they learned, and why those concepts were important. I selected laboratory reports from week 14 for assessing the SLO. By this point in the semester, students were working well in groups and knew what to do for their laboratory reports, having received enough feedback to make adjustments. The laboratory reports showed me that students were reflecting on what they had learned in lab and connecting that information to how it would impact themselves and their future patients (most students indicated that they will pursue a career in a medical field).	There were four students who did not turn in their lab reports by the due date. However, these students had turned in prior laboratory reports and week 14 represented an anomaly for their typical pattern on work. Two of these students turned in late lab reports and these showed understanding of applying learning to future medical situations. Two students opted to have this lab report dropped (students can have one lab report/semester dropped from their grade). The remaining students were successful with the laboratory reports. Several groups of students would start early (during our one hour lunch in between lecture and lab) and they were the most successful with the laboratory reports, likely because they gave themselves the most time to work together on the lab reports as a group. A group lab report was an option for the assignment that about 1/3 of the students utilized.	None, this was successful.
	CBIS 1	SLO #1	Make evident an understanding of how computers work with input, output, processing, storage, and stored programs.	Jacob Batarseh	Based on a written exam, final exam, 25 out of 26 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. One active student didn't take the final exam.	50 students signed up for the class. 14 students dropped by instructor due to No Shows or student inactivity. One student dropped. One active student didn't take the final exam.	None; as the success rate is very high (96%). Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Jacob-Ayoub Batarseh	Based on a written exam, final exam, 25 out of 26 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. 1 active student didn't take the final exam.	50 students signed up for the class. 14 students dropped by instructor due to No shows" or "student inactivity". 1 student drop. 1 active student didn't take the final exam.	None; as the success rate is very high (96%) . Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.
		SLO #2	Demonstrate understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands.	Jacob Batarseh	Based on a hands-on lab, 24 out of 24 (100%) students successfully demonstrated understanding of SLO #2.	50 students signed up for the class. 14 students dropped by instructor due to No Shows or Student Inactivity. One student dropped. Two active students didn't perform this lab.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.
				Jacob-Ayoub Batarseh	Based on a hands-on lab, 24 out of 24 (100%) students successfully demonstrated understanding of SLO #2.	50 students signed up for the class. 14 students dropped by instructor due to No shows" or "student inactivity". 1 student drop. 2 active students didn't perform this lab.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.
		SLO #3	Show a basic understanding of computer programming; and how to create, compile, and execute a computer program using a high-level programming language.	Jacob Batarseh	Incomplete information provided on Word Doc.	50 students signed up for the class. 14 students dropped by instructor due to No shows" or "student inactivity". 1 student drop. 1 active student didn't take the final exam.	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully participate on the discussion board has no problem grasping the concepts in SLO #3.
				Jacob-Ayoub Batarseh	50 students signed up for the class. 14 students dropped by instructor due to No shows" or "student inactivity". 1 student drop. 1 active student didn't take the final exam.	50 students signed up for the class. 14 students dropped by instructor due to No shows" or "student inactivity". 1 student drop. 1 active student didn't take the final exam.	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully participate on the discussion board has no problem grasping the concepts in SLO #3.
	CBIS 15	SLO #1	Explain the OSI reference model layers and their relationship to hardware and software.	Jacob Batarseh	Based on a written quiz, 8 out of 9 students (who took the quiz) successfully demonstrated proficiency in understanding of SLO #1. All active student did take the quiz assignment.	21 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". 3 students drop. 9 student gradually stopped participating after the 1st census. All active student did take the assigned quiz.	None, as the success rate for SLO #1 is very good (89%)

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	CBIS 15	SLO #1	Explain the OSI reference model layers and their relationship to hardware and software.	Jacob Batarseh	Based on a written quiz, 8 out of 9 students (who took the quiz) successfully demonstrated proficiency in understanding of SLO #1. All active student did take the quiz assignment.		None, as the success rate for SLO #1 is very good (89%)
		SLO #2	Describe common protocol suites.	Jacob Batarseh	Based on a written quiz, 7 out of 9 students (who took the final) successfully demonstrated proficiency in understanding of SLO #2. All active student did take the final exam.	21 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". 3 students drop. 9 student gradually stopped participating after the 1st census. All active student did take the Final Exam.	Even though the success rate is good (78%); I think a little more lecture time would increase the success rate for SLO #2.
		SLO #3	Understand the base concepts, uses, benefits, and drawbacks associated with Wide Area Networks (WANs).	Jacob Batarseh	Based on a written quiz, 9 out of 9 students (who took the final) successfully demonstrated proficiency in understanding of SLO #2. All active student did take the final exam.	21 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". 3 students drop. 9 student gradually stopped participating after the 1st census. All active student did take the final exam.	None, as the success rate for SLO #3 is 100%
	CBIS 2	SLO #1	Understand the infrastructure of the Internet and describe the current technology being implemented on the internet.	Batarseh, J.	Based on a written exam, final exam, 13 out of 13 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1, All active students did take the final exam.	29 students signed up for the class. 11 students dropped by instructor due to No shows or student inactivity. No student drop. 5 students gradually stopped participating after the 1st census. All active students did take the final exam.	None; as the success rate is perfect (100%). Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.
		SLO #2	Develop an understanding of internet security and how to be safe on the WWW.	J. Batarseh	Based on a hands-on lab, 13 out of 13 (100%) students successfully demonstrated understanding of SLO #2.	29 students signed up for the class. 11 students dropped by instructor due to "No Shows" or "student inactivity." No student drop. 5 students gradually stopped participating after the 1st census. All active students did perform the lab assignments.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.
		SLO #3	Understand the basics of e-commerce and how companies are doing business over the web.	J. Batarseh	Data on Word Doc was actually "Retention Information"	29 students signed up for the class. 11 students dropped by instructor due to "No Shows" or "Student Inactivity." No student drop. 5 students gradually stopped participating after the 1st census. All active standards did take the final exam.	More lecture time will be devoted on SLO #3.
	CBIS 3	SLO #1	Understand and possess the ability to explain Visual Basic	Jacob Batarseh	Based on a written quiz, 11 out of 11 students (who took the quiz) successfully demonstrated proficiency in understanding of SLO	11 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". No student drop. 1 student gradually stopped	None, as the success rate for SLO #1 is 100%

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	CBIS 3	SLO #1	programming concepts.	Jacob Batarseh	#1. All active student did take the quiz assignment.	participating after the 1st census. All active students did take the final exam.	None, as the success rate for SLO #1 is 100%
		SLO #2	Create Visual Basic applications using the Windows Integrated Development Environment (IDE) kit.	Jacob Batarseh	Based on a hands-on lab, 11 out of 11 (100%) students successfully demonstrated understanding of SLO #2.	11 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". No student drop. 1 student gradually stopped participating after the 1st census. All active students did perform this lab assignment.	None, as the success rate for SLO #2 is 100%
		SLO #3	Identify and debug logical and syntax errors in Visual Basic programs.	Jacob Batarseh	Based on a hands-on lab, 10 out of 10 (100%) students successfully demonstrated understanding of SLO #3.	11 students signed up for the class. 0 students dropped by instructor due to No shows" or "student inactivity". No student drop. 1 student gradually stopped participating after the 1st census. All active students did perform this lab assignment..	None, as the success rate for SLO #3 is 100%
	CBIS 40	SLO #1	Students will demonstrate the skills required to prepare, edit, and format electronic spreadsheets.	Michael Haenelt	Of the 12 students –8 students or 67% of the students completed this assignment and 4 students or 33% of the students failed to submit this assignment. Of the 12 students –8 or 67% were successful with a “C” or higher	16 students were enrolled in this course – 4 students were dropped after the first census. 4 other students failed to complete any assignments after the first census. This resulted in 8 students completing the course or 67% retention.	There are no changes planned, the homework projects and midterm/final projects develop the skills and knowledge for students to understand how to prepare, edit, and format electronic spreadsheets.
		SLO #2	Students will solve problems associated with producing electronic spreadsheets	Michael Haenelt	Of the 12 students –8 students or 67% of the students completed this assignment and 4 students or 33% of the students failed to submit this assignment. Of the 12 students – 8 or 67% were successful with a “C” or higher	16 students were enrolled in this course – 4 students were dropped after the first census. 4 other students failed to complete any assignments after the first census. This resulted in 8 students completing the course or 67% retention.	There are no changes planned, the homework projects and midterm/final projects develop the skills and knowledge for students to understand how to solve problems associated with producing electronic spreadsheets.
		SLO #3	Students will organize and communicate information and data in electronic spreadsheets	Michael Haenelt	Of the 12 students –7 students or 58.3% of the students completed this assignment and 5 students or 41.7% of the students failed to submit this assignment. Of the 12 students – 7 or 58.3% were successful with a “C” or higher	16 students were enrolled in this course – 4 students were dropped after the first census. 4 other students failed to complete any assignments after the first census. This resulted in 8 students completing the course or 67% retention.	I will make 1 change. The midterm/final projects develop the skills and knowledge for students to organize and communicate information and data in electronic spreadsheets, yet some students still struggle with this, so I will review how to do this in class, and provide online material for those who cannot make it to class.
	CBIS 41	SLO #1	Students will demonstrate the	Carl Durheim	12 Students enrolled, 1 student added, 2 students dropped, 11		No changes planned

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	CBIS 41	SLO #1	word processing skills needed to prepare professional business and academic documents	Carl Durheim	students completed the class above average		No changes planned
		SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to documents	Carl Durheim	12 Students enrolled, 1 student added, 2 students dropped, 11 students completed the class above average		No changes planned
		SLO #3	Students will organize and communicate information and data in professional business and academic documents	Carl Durheim	12 Students enrolled, 1 student added, 2 students dropped, 11 students completed the class above average		No changes planned
	CBIS 43	SLO #1	Students will integrate sound, video, and animation into a slide show	Carl Durheim	Six students signed up for the course, One was a "no-show", One student added, 3 students completed the class, 3 dropped out.		It seemed like 3 of the students were friends before taking the class, when one would be missing, so would the other two. The three students ended up dropping the class. I will need to pay attention to any similar situations in the future.
		SLO #1 (1a)	Students will develop the skills to use Microsoft PowerPoint2013. They will have an understanding of windows and toolbars, using the AutoContent Wizard, and viewing PowerPoint presentations. They will learn to	Marie Downing	88% of the students completed the assignment with a "C" or better. 4 of the students did not complete the assignment and received an "F". All but one student passed the quiz with a "C" or better.	48 students were initially enrolled in class – 5 students dropped before first census and 5 students were dropped at the first census due to failure to sign into the class. 4 more students were dropped in the first month of the class for not participating in class or responding to instructor emails. 33 students completed the class – of those students, 3 students failed to submit the work required to successfully pass the course.	Next term I plan to use more videos in the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the learning to be enjoyable for all students enrolled in my classes.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (1a)	use Microsoft help, print and close files.	Marie Downing	88% of the students completed the assignment with a "C" or better. 4 of the students did not complete the assignment and received an "F". All but one student passed the quiz with a "C" or better.	48 students were initially enrolled in class – 5 students dropped before first census and 5 students were dropped at the first census due to failure to sign into the class. 4 more students were dropped in the first month of the class for not participating in class or responding to instructor emails. 33 students completed the class – of those students, 3 students failed to submit the work required to successfully pass the course.	Next term I plan to use more videos in the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the learning to be enjoyable for all students enrolled in my classes.
		SLO #2	Students will design and assemble a portable slide shows	Carl Durheim	Six students signed up for the course, One was a "no-show", One student added, 3 students completed the class, 3 dropped out.		It seemed like 3 of the students were friends before taking the class, when one would be missing, so would the other two. The three students ended up dropping the class. I will need to pay attention to any similar situations in the future.
		SLO #2 (2a)	Students learned the skills to plan an effective PowerPoint Presentation. They learned to use templates from the web, create slides, add headers and footers, and design customized templates.	Marie Downing	88% of the students completed the assignment with a "C" or better. 4 of the students did not complete the assignment and received an "F". All but one student passed the quiz with a "C" or better. The one student did not attempt to complete the quiz.	48 students were initially enrolled in class – 5 students dropped before first census and 5 students were dropped at the first census due to failure to sign into the class. 4 more students were dropped in the first month of the class for not participating in class or responding to instructor emails. 33 students completed the class – of those students, 3 students failed to submit the work required to successfully pass the course.	Next term I plan to use more videos in the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the learning to be enjoyable for all students enrolled in my classes.
		SLO #3	Students will develop audience handouts and transparencies	Carl Durheim	Six students signed up for the course, One was a "no-show", One student added, 3 students completed the class, 3 dropped out.		It seemed like 3 of the students were friends before taking the class, when one would be missing, so would the other two. The three students ended up dropping the class. I will need to pay attention to any similar situations in the future.
		SLO #3 (3a)	Students learned to enhance and customize PowerPoint presentations by inserting clip art, sounds, linked	Marie Downing	All but 8 students completed the assignment with a "C" or better. 8 of the students did not complete the assignment and received an "F". All other students completed the assignment and scored a "C" or higher.	90% of the passed the class with a "C" or better. (4 students failed the class) 3 of those who failed the class did not take the final. One student took only the midterm and final. He took very few quizzes and never participated in a discussion board. He failed to respond to any contact attempts I	Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment. As an instructor, it is frustrating when you reach out to students and they do not respond.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (3a)	Excel worksheets, embed charts, and tables. They also learned how to set slide show timings, transitions, and animation effects.	Marie Downing	All but three students passed the quiz with a "C" or better. The students who failed, did not complete the quiz.	made to him.	Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment. As an instructor, it is frustrating when you reach out to students and they do not respond.
	CBIS 60	SLO #1 (Fall '14)	Students will build an increased keyboard speed of 6 percent on the using touch typing techniques to become more efficient and employable.	Carl Durheim	Initially I had 6 students, one was a "No-show", and we added three more. Eight students finished above average.		No changes planned.
					One student, signed up and completed the class with an excellent effort.		No changes planned
		SLO #2 (Fall '14)	Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation and grammar correctly, and develop and improve composing and spelling skills.	Carl Durheim	Initially I had 6 students, one was a "No-show", and we added three more. Eight students finished above average.		No changes planned
					One student, signed up and completed the class with an excellent effort.		No changes planned.
		SLO #3 (Fall '14)	Students will format business and academic reports, business letters, envelopes, memos and tables.	Carl Durheim	Initially I had 6 students, one was a "No-show", and we added three more. Eight students finished above average.		No changes planned
					One student, signed up and		No changes planned.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					completed the class with an excellent effort.		No changes planned.
	CBIS 61	SLO #1	Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and employable.	Carl Durheim	None indicated.		No changes planned
		SLO #2	Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation, and grammar correctly, and develop and improve composing and spelling skills.	Carl Durheim	I had six students in class who had just rolled over from my CBIS 60 class, All made an excellent effort with the exception of one student that appeared to have a language barrier.		No changes planned.
		SLO #3	Students will format business and academic reports, business letters, envelopes, memos, and tables.	Carl Durheim	I had six students in class who had just rolled over from my CBIS 60 class, All made an excellent effort with the exception of one student that appeared to have a language barrier.		No changes planned.
	CHEM 1	SLO #1	Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	Hoskins, J.	The average correct response 4 questions specific to this SLO was 67% for 28/29 students.	29/31 students completed the course	General principles of atomic structure is well known by students but declined enough to be below the target of 70%. The plan to increase the results for this SLO include introducing Sapling Learning, an online assessment and computerized tutoring program for chemistry, to increase student testing ability and awareness of understanding.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (Nelson)	The baseline knowledge of entering students in the area of mathematics will be determined.	Philip Nelson	lab 1: 4.5 (30) avg score (number of students)	95-100%	The data indicates that for the majority of students were able to complete the exercise in a group setting
		SLO #1b	Students will be able to demonstrate knowledge of general principals of atomic and molecular structure, chemical reactivity, and stoichiometry and chemical calculations.	Philip Nelson	Thirty students completed the exercises....	95-100%	Students need additional practice to master this material
		SLO #2	(a) students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of	Joskins, J.	The average score relevant to the two SLOs was 86% for 29 students.	29/31 students completed the course	Due to the fact that the laboratory reports are given full credit upon completion and that the students must be in attendance to complete the laboratory report, this data shows a 10% decrease in student attendance to lab. The change that will be made includes increasing the amount of percent of the grade that lab is worth to increase student motivation to attend and excel in lab.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets;	Joskins, J.	The average score relevant to the two SLOs was 86% for 29 students.	29/31 students completed the course	Due to the fact that the laboratory reports are given full credit upon completion and that the students must be in attendance to complete the laboratory report, this data shows a 10% decrease in student attendance to lab. The change that will be made includes increasing the amount of percent of the grade that lab is worth to increase student motivation to attend and excel in lab.
		SLO #2a (Nelson)	Students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results, and drawing reasonable and accurate conclusions from data.	Philip Nelson	Lab 17 5.7 (30)	95-100%	Students need additional practice to master this material
		SLO #3	(a) Students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written	Hoskins, J.	The average laboratory score relevant to the two SLOs was 100% for 29 students.	29/31 students completed the course (94%)	The data indicates that no changes need to be made for this SLO next semester.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	scientific communication skills; students will complete legible and complete laboratory reports.	Hoskins, J.	The average laboratory score relevant to the two SLOs was 100% for 29 students.	29/31 students completed the course (94%)	The data indicates that no changes need to be made for this SLO next semester.
		SLO #3a (Nelson)	Students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data.	Philip Nelson	Avg. (number of students) 59% (30)	95-100%	Students obtained a "C" average on my grading scale.
		SLO #3b (Nelson)	Students will demonstrate effective written scientific communication skills. Students will complete legible and complete laboratory reports.	Philip Nelson	Lab 2 - 73% (30) Lab 17 - 60% (30) Lab A - 95% (30) Lab 12 - 74% (30)	95-100%	Students obtained a "C" average on my grading scale
	CHLD 04	SLO #1	Students will compare, contrast, and analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial,	Nunes-Gill, N.	Writing Paper - Nature vs. Nurture - 14/17 or 82% of the students successfully completed this assignment with a "C" or higher, 1/17 or 6% of the students failed to follow the rubric that was provided, 2/17 or 12% failed to submit the assignment.	I had 22 students actively enrolled after first census - I dropped 5 students after first census, thus I had 17/22 students who completed the course which equals 77% student retention.	I work closely with the students however for some reason many of them fail to grasp the importance of submitting their work. This is frustrating to me as an instructor as the assignments are supportive of the content that they are learning.

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	CHLD 04	SLO #1	cognitive, and language development using standards research methodologies.	Nunes-Gill, N.	Writing Paper - Nature vs. Nurture - 14/17 or 82% of the students successfully completed this assignment with a "C" or higher, 1/17 or 6% of the students failed to follow the rubric that was provided, 2/17 or 12% failed to submit the assignment.	I had 22 students actively enrolled after first census - I dropped 5 students after first census, thus I had 17/22 students who completed the course which equals 77% student retention.	I work closely with the students however for some reason many of them fail to grasp the importance of submitting their work. This is frustrating to me as an instructor as the assignments are supportive of the content that they are learning.
		SLO #2	Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development.	Nance Nunes-Gill	17/17 or 100% of the students were successful with this assignment.	I had 22 students actively enrolled after first census – I dropped 5 students after first census, thus I had 17/22 students who completed the course which equals 77% student retention.	I will continue to use the lifeline assignment as it's important for students to reflect on life experiences and the bearing it has on their personal development as they perceive those experiences. How they are raised will reflect on how they raise their children.
		SLO #3	Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.	Nance Nunes-Gill	Observation paper of a classroom – 9/17 or 53% of the students successfully completed this assignment with a “C” or higher, 2/17 or 12% of the students failed to follow criteria identified on the rubric and 6/17 or 35% of the students failed to submit the assignment.	I had 22 students actively enrolled after first census – I dropped 5 students after first census, thus I had 17/22 students who completed the course which equals 77% student retention.	The observation assignment is an important component of the course and will continue to be used in future classes. It's difficult to provide a reference sheet of possible preschools to observe as students who participate online are from all over the state. In reading responses from students who have completed this assignment they share that through observing the children in the classroom they are actually able to see the theories first hand and how it helps put the theorists into perspective of what they are learning.
	CHLD 06	SLO #1	Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families and what community support services	Nunes-Gill, N.	29/32 or 91% of the students were successful with completion of this assignment earning a "C" or higher, there was a 1/32 or 3% of the students who didn't follow the rubric, and 2/32 or 6% failed to submit the assignment which resulted in a failing grade for this assignment.	After first census there were 44 students actively enrolled in the class. I dropped 12 students from the class after first census leaving 32 students actively enrolled. There was a 73% retention rate. 25% decrease from the previous time this class was taught online.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments. This was a great class with excellent student participation except for the 2 students who stopped attending class and failed to drop the class thus failing the class. I should have been on top of it more and dropped

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	CHLD 06	SLO #1	and agencies are available to families within the community.	Nunes-Gill, N.	29/32 or 91% of the students were successful with completion of this assignment earning a "C" or higher, there was a 1/32 or 3% of the students who didn't follow the rubric, and 2/32 or 6% failed to submit the assignment which resulted in a failing grade for this assignment.	After first census there were 44 students actively enrolled in the class. I dropped 12 students from the class after first census leaving 32 students actively enrolled. There was a 73% retention rate. 25% decrease from the previous time this class was taught online.	them. The students worked hard on their assignments and getting their submitted.
				Rochelle Himmelrick	Community Organization: 13/14 or 93% of the students were successful in completing this assignment with a "C" or better, 1/14 or 7% of the students didn't follow the criteria on the rubric	There were 15 students who originally started the course. 1 student dropped the course due to personal issues after first census. This has resulted in 93% completion rate.	Work closely with the students and early alert for the students to meet with success. Review assignments and stress that participation of all assignments is necessary for understanding of subject matter. The rubric is a great tool for the students to follow.
		SLO #2	Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities.	Nance Nunes-Gill	27/32 or 84% of the students were successful with completion of this assignment earning a "C" or higher, 5/32 or 16% of the students weren't successful due to not submitting all assignments.	After first census there were 44 students actively enrolled in the class. I dropped 12 students from the class after first census leaving 32 students actively enrolled. There was a 73% retention rate. 25% decrease from the previous time this class was taught online.	The journal questions provide students with the opportunity to reflect on the chapter/question and summarize their thoughts and understanding of the question by sharing their increased knowledge on child development. By taking a more personal approach with students, the students were more successful with submitting their assignments.
				Rochelle Himmelrick	Board meeting:12/14 or 86% of the students were successful in this assignment receiving a "C" or better, 2/14 or 14% of the students failed to follow the rubric. All students submitted assignment.	There were 15 students who originally started the course. 1 student dropped the course due to personal issues after first census. This has resulted in 93% completion rate.	To continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. The students got a better understanding about how the board meetings actually affects all involved, the community, parents, and children which gave a better understanding of the mesosystem.
		SLO #3	Analyze and critique strategies that support and empower families through respectful,	Nance Nunes-Gill	32/32 or 100% of the students were successful with completion of this assignment earning a "C" or higher.	After first census there were 44 students actively enrolled in the class. I dropped 12 students from the class after first census leaving 32 students actively enrolled. There was a 73% retention rate. 25% decrease from the previous time this class was taught	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments...

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	reciprocal relationships to involve all families in their children's development and learning; and how one's own values, goals and biases may impact the relationship with those children and families.	Nance Nunes-Gill	32/32 or 100% of the students were successful with completion of this assignment earning a "C" or higher.	online.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments...
				Rochelle Himmelrick	Advocacy letter: 12/14 or 86% of the students were successful in completing this assignment with a "C" or better, 2/14 or 14% neglected to submit the work. Comparing Fall to this Spring there was an increase of 13% in student success and those that submitted followed the rubric accurately.	There were 15 students who originally started the course. 1 student dropped the course due to personal issues after first census. This has resulted in 93% completion rate.	Work closer with the students and early alert for the students to meet with success. Stress the importance of submitting work as assignments are necessary for full understanding of whole child. With the advocacy letter, the students feel strongly about an issue in the community and they put into writing what changes they see fit.
	CHLD 09	SLO #1	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.	Deborah Harris	Over all these have been the best papers that I have received. Students did a good job of explaining the sequence and stages of play. Paper displays coverage of the concepts of play and how they pertain to children's learning and development of curriculum. 12% students (3) A; 38% (10) students B; .7% (2) students C; 12% (3) students D; 27% (7) students did not submit their papers on time and .4% (1) student submit their paper and received a F.	I had 32 students in the beginning. 2 students dropped and 4 were instructor dropped. I have 26 students by the end of the class.	I will continue to provide additional sources of information so students can read about play.
		SLO #2	Evaluate the teachers' role in providing best and promising practices in early childhood programs.	Deborah Harris	58% (15) students participated in all 9 Discussions. Student followed the directions outlined in the syllabus and many took care in their reply.	I had 32 students in the beginning. 2 students dropped and 4 were instructor dropped. I have 26 students by the end of the class.	No changes
		SLO #3	Students will compare and contrast play-	Deborah Harris	77% (20) students submitted their assignments. Students followed guidelines and provide good	I had 32 students in the beginning. 2 students dropped and 4 were instructor dropped. I have 26 students by the end of	No change assignment went will and will present assignment the same way.

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		SLO #3	based curriculum/curriculum that support inclusive and anti-bias principles; and design and implement curriculum based on observation, assessments, and collaboration with families that support learning in the four developmental domains.	Deborah Harris	feedback about the activity they conducted.	the class.	No change assignment went will and will present assignment the same way.
	CHLD 15	SLO #1A	Assess children and caregivers behavior(s) in terms of temperament and their responsive behavior through the three A's of child care - attention, approval and attunement process.	Nadia Gonzalez	3 out of 12 students completed the assignment with a grade of a "A" and 3 with a "B". 2 students received a "C" due to missed points due to the size and lack of required information. 4 students did not attempt assignment.	Eight out of twelve students participated & completed the course for the duration of the semester.	There are no changes planned, the assignments meet the needs of the topics in this class.
		SLO #2	Evaluate the teachers/caregivers in providing a safe, healthy, and nurturing environment for infants and toddlers.	Nadia Gonzalez	3 out of 12 students completed the assignment with a grade of a "A" and 3 with a "B". 2 students received a "C" due to the fact they did not present enough visual material. 4 received an F for either not enough information, not following rubric, or did not complete.	Eight out of twelve students participated & completed the course for the duration of the semester.	There are no changes planned, the research paper is important for students to understand the Importance of teratogens to pregnant women and effects on children.
		SLO #3	Compare history, theories, and current research in the field of child development and early childhood education and its impact on infants	Nadia Gonzalez	7 out of 12 students completed the assignment with a grade of a "A". 1 completed with a "C". The one with the "C" completed only one half of the essay. 4 did not attempt assignment.	Eight out of twelve students participated & completed the course for the duration of the semester.	There are no changes planned, the final essays are important as they show the knowledge learned through the semester.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	and toddlers.	Nadia Gonzalez	7 out of 12 students completed the assignment with a grade of a "A". 1 completed with a "C". The one with the "C" completed only one half of the essay. 4 did not attempt assignment.	Eight out of twelve students participated & completed the course for the duration of the semester.	There are no changes planned, the final essays are important as they show the knowledge learned through the semester.
	CHLD 17A	SLO #1.1	Define the creative process and implement it in the classroom.	Scott Donovan	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 75 % of the class received a "C" or better, with 25 % failed the assignment. Portfolio paper were done on the observations that were completed: 75 % of the class received a "C" or better, with 25 % failed the assignment. The overall result of the assignment for this SLO was a 75%.	There were 56 students enrolled in the class. Several students did not submit a syllabus or had dropped the class before the first observation was due and through census and lack of participation, 36 students were dropped or dis-enrolled in the class.	Continue to use and express the value of the rubric when completing the summary, the use of the template for the lesson plan and the use of the information given on DAP. As well as the importance of submitting their work accurately and on time to be successful in the class, through communication with the students. Students were able to define the creative process and implement it in the classroom through this lesson.
		SLO #2.1	Describe the role that creative arts play in a child's growth and development.	Scott Donovan	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 75 % of the class received a "C" or better, with 25 % failed the assignment. Portfolio paper were done on the observations that were completed: 75 % of the class received a "C" or better, with 25 % failed the assignment. The overall result of the assignment for this SLO was a 75%.	There were 56 students enrolled in the class. Several students did not submit a syllabus or had dropped the class before the first observation was due and through census and lack of participation, 36 students were dropped or dis-enrolled in the class.	Make sure that the use creative arts play in a child's growth and development, as well as making sure students implement this more in the observations, lesson plans, and summaries. Several students showed they could describe the role that creative arts play in a child's growth and development and implement this information. Continue to have students implement DAP
		SLO #3.1	Plan and implement child-centered activities for music, movement, visual arts, and dramatic play.	Scott Donovan	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 75 % of the class received a "C" or better, with 25 % failed the assignment. Portfolio paper were done on the observations that were completed: 75 % of the class received a "C" or better, with 25 % failed the assignment. The overall result of the assignment for this SLO was a 75%.	There were 56 students enrolled in the class. Several students did not submit a syllabus or had dropped the class before the first observation was due and through census and lack of participation, 36 students were dropped or dis-enrolled in the class.	Most of the students were able to create and implement the lesson plans from the example in class given. Many students reflected the fact that the lesson plans gave them a sense of autonomy in their work, as well as implementation of the information learned in the class. Several students commented on the fact that these assignments will aid them when they need to implement this in a work setting.
		SLO #4.1	Assess child-centered activities	Scott Donovan	There were 5 observations as part of the project, including creating lesson	There were 56 students enrolled in the class. Several students did not submit a syllabus or	Most of the students were able to create and implement the lesson plans

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		SLO #4.1	for music, movement, visual arts, and dramatic play.	Scott Donovan	plans, implementation of the plans and summary of each observation. 75 % of the class received a "C" or better, with 25 % failed the assignment. Portfolio paper were don on the observations that were completed: 75 % of the class received a "C" or better, with 25 % failed the assignment. The overall result of the assignment for this SLO was a 75%.	had dropped the class before the first observation was due and through census and lack of participation, 36 students were dropped or dis-enrolled in the class.	from the example in class given. Many students reflected the fact that the lesson plans gave them a sense of autonomy in their work, as well as implementation of the information learned in the class. Several students commented on the fact that these assignments will aid them when they need to implement this in a work setting. Through the activities and work, the students were able to assess child-centered activities for music, movement, visual arts, and dramatic play by using DAP, and the theories they learned as well as the implementing of the lesson plan.
	CHLD 19C	SLO #1	Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners	Nance Nunes-Gill	6/10 students completed with a "C" or higher Part I and Part III, 4/10 didn't submit their work, 5/10 students completed with a "C" or higher for part II, 5/10 of the student's didn't submit their work. 4/10 students stopped participating, thus didn't submit their assignments. Yes if I don't count the 4 students who didn't participate and I should have dropped. It would have been	There were 14 students actively enrolled after 1st census, there were 4 students dropped so 10/14 students or 71%. However, due to poor participation an additional 4 students should have been dropped.	This course is newly aligned with the CAP alignment project; I was very disappointed in the number of students who dropped the prior to first census and then the 4 students who stopped attending. I made contact with them allowing extra time to submit – it was shared they would and I didn't receive any work.
		SLO #2	Demonstrate competency in communication and reflective practices when working with diverse adult populations.	Nance Nunes-Gill	5/10 students completed with a "C" or higher 5/10 didn't submit their work, 4/10 students stopped participating, thus didn't submit their assignments. Yes if I don't count the 4 students who didn't participate and I should have dropped. It would have been 5/6	There were 14 students actively enrolled after 1st census, there were 4 students dropped so 10/14 students or 71%. However, due to poor participation an additional 4 students should have been dropped.	This course is newly aligned with the CAP alignment project; I was very disappointed in the number of students who dropped the prior to first census and then the 4 students who stopped attending. I made contact with them allowing extra time to submit – it was shared they would and I didn't receive any work.
		SLO #3	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.	Nance Nunes-Gill	6/10 students completed with a "C" or higher, 4/10 didn't submit their work. 4/10 students stopped participating, thus didn't submit their assignments. Yes if I don't count the 4 students who didn't participate and I should have dropped. It would have been 6/6	There were 14 students actively enrolled after 1st census, there were 4 students dropped so 10/14 students or 71%. However, due to poor participation an additional 4 students should have been dropped.	This course is newly aligned with the CAP alignment project; I was very disappointed in the number of students who dropped the prior to first census and then the 4 students who stopped attending. I made contact with them allowing extra time to submit – it was shared they would and I didn't receive

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.	Nance Nunes-Gill	6/10 students completed with a "C" or higher, 4/10 didn't submit their work. 4/10 students stopped participating, thus didn't submit their assignments. Yes if I don't count the 4 students who didn't participate and I should have dropped. It would have been 6/6	There were 14 students actively enrolled after 1st census, there were 4 students dropped so 10/14 students or 71%. However, due to poor participation an additional 4 students should have been dropped.	any work.
	CHLD 49	SLO #1	Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	Nunes-Gill, N.	Student Success – Of the 19 students -100% of the students were successful in completing their practicum hours and receiving an evaluation grading rubric from their mentor that provided good feedback as to the their interaction in the classroom.	There were 22 students who originally started this class – 2 students were dropped due to lack of submission of work after the first census submission. This left 20 students active in the class. Of the 20 students – 1 student requested an incomplete at this time due to personal issues that have affected her hours in the classroom. This has resulted in 95% completion rate.	This is a capstone course that allows for students the opportunity to demonstrate the knowledge they have acquired in other courses in the classroom environment under the supervision of their mentor. This assessment method will continue to be used in the future as the mentor of the students is the person who observes, advises, and guides the practicum student on the days they volunteer. When it is an online class I am unable to observe and rely heavily on the information from the mentors.
	COMM 160	SLO #1	Students will demonstrate competence using the Four (4) Step Arithmetic Problem Solving System, including ID of the problem, set-up of the problem, solving the problem and checking the answer to the question asked.	Allen Norton	62 students fully understood the Problem Solving through the use of the 4 step process. 19 students developed skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another 25 students demonstrated 90% effectiveness and another 18 students demonstrated a 91%-100% in their testing. All students improved with 37 students or 60% attaining a score of 110 or greater on the AFCT test.	100%. All students concluded the course unless pulled from the class by the US Army and their command for Army duties.	The data indicates that for the majority of students, and in most respects all the students, a continuation of current practice is indicated.
		SLO #2	Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary	Allen Norton	62 students understood the different approaches to learning vocabulary. 19 students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another 25 students demonstrated	100%. All students concluded the course unless pulled from their class by the US Army and their individual command for Army duties.	The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.

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		SLO #2	choices.	Allen Norton	90% effectiveness and another 18 students demonstrated a 91%-100% in their vocabulary/word knowledge testing. All students improved with 37 students or % attaining the 110% or greater on the AFCT Test.	100%. All students concluded the course unless pulled from their class by the US Army and their individual command for Army duties.	The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.
		SLO #3	Students will demonstrate comprehension proficiency.	Allen Norton	All students improved in understanding paragraph comprehension through the use of identifying the difference between stated, non-stated, implied and reference questions involving what the paragraph and accompanying questions asked for.	100%. All students concluded the course unless pulled from their class by the US Army and their individual command for Army duties.	No changes planned.
	COSM 50B	SLO #1	Student will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and fundamental skills of haircutting to pass the State of California Cosmetology licensing exam.	Carole Blake	COSM 50B 10 students demonstrated performance skills required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better	Coursework retention revealed 90%.	Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology; illustrating to learners technical skills that will make them successful cosmetology professionals.
		SLO #1 (A)	Student will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and fundamental skills of haircutting by mastering cutting tools creating design style effects.	Elsa Greenlee	COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 84% of students successfully completed the required coursework with a “C” or better	Coursework retention revealed 84%.	Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology; illustrating to learners technical skills that will make them successful cosmetology professionals.
		SLO #2	Student will demonstrate sufficient	Carole Blake	COSM 50B 10 students demonstrated performance skills required by Board of Cosmetology competencies –	Coursework retention revealed 90%.	Cosmetology educators will tailor teaching to varied learning styles of their students and assist them to

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	knowledge and competency in understanding hair analysis, hair structure, hair texture, proper shampooing, and different types of hair loss and causes.	Carole Blake	90% of students successfully completed the required coursework with a "C" or better	Coursework retention revealed 90%.	develop the correct approaches in handling cosmetology tools in a safe and effective manner
		SLO #2 (A)	Students will analyze and communicate relevant issues that address a successful client consultation; demonstrating knowledge and competency in understanding hair analysis, hair structure, texture, proper shampooing, and recognizing the varied types of hair loss and disorders.	Elsa Greenlee	COSM 50B 19 students demonstrated performance skills required by Board of Cosmetology competencies – 84% of students successfully completed the required coursework with a "C" or better	Coursework retention revealed 84%.	Cosmetology educators will tailor teaching to varied learning styles of their students and assist them to develop the correct approaches in handling cosmetology tools in a safe and effective manner
		SLO #3 (A)	Students will be able to perform blow drying and thermal curling using curling irons and manipulating curling tools into the desired style.	Carole Blake	COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a "C" or better	Coursework retention revealed 90%.	Incorporate audio and video tape protocols that allows learners to observe each other in demonstrations and critique their skills. Participation in group instructional feedback is useful because this interactive technique reinforces student learning.
				Claire Blake	COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a "C" or better	Coursework retention revealed 90%.	Incorporate audio and video tape protocols that allows learners to observe each other in demonstrations and critique their skills. Participation in group instructional feedback is useful because this interactive technique reinforces student learning.

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	COSM 51A	SLO #1	The students will demonstrate the ability to render nail services in a safe environment including identifying structure and composition of nails and growth cycle.	Elaine Peralta and Anna Thompson	Once students is enrolled in the course. Exams and quizzes are implemented detailing nail technology. The student enrolled successfully completed the required coursework with a "C" grade or better. 8/11 73%	100%	Faculty will continue to align the student learning outcomes to the mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results success for students when tested by the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.
		SLO #2	The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing.	Elaine Peralta and Anna Thompson	Once students is enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. One student enrolled successfully completed the required coursework with a "C" grade or better. 8/11 73%	100%	Continue to strive to provide quality instruction synchronized with the Board of Cosmetology rules and regulation to ensure effective learning and student success. Provide teaching strategies that will keep learners engaged in the coursework.
		SLO #3	Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application.	Elaine Peralta and Anna Thompson	The final capstone in the coursework entails an activity that demonstrates proficiency in acrylic enhancements. Practicum of nail technology prepares the student for licensing. Once student enrolled successfully completed the required coursework with a "C" grade or better	100%	Faculty will articulate knowledge of the chemistry and proper procedure for performing successful artificial enhancement services skillfully. Strive for learning outcomes that are attainable by the students, using appropriate material and effective methods of instructions.
	COSM 51C	SLO #1	Students will demonstrate sufficient proficiency of cosmetology technical operations,	Benson, C.	Career portfolio is an accumulation of relevant documents to showcase learner's accomplishments, skills, and abilities. Cosmetology Career Portfolio-A collection of documentations exhibiting resume, transcripts, references, personal and	100%	Encourage active participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	COSM 51C	SLO #1	manipulative and analytical skills in developing and operating a Salon Business.	Benson, C.	professional development. The portfolio is a marketing tool that enables students to employ concepts, and practices displaying knowledge of the cosmetology environments. Six students were enrolled in this course, all students successfully completed the required coursework with "C" grade or better. All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners. The results are six students successfully completing the course reflected 100% retention and success.	100%	Encourage active participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.
		SLO #2	Students will dramatize interviewing techniques to complete an effective interview in preparing for employment, resume development, and demonstrate an understanding of the necessary skills needed for professional development in the workforce.	Benson, C.	Writing employment documents - "resume and cover letter" -Summarizing qualifications and accomplishments -Design effective employment tools -Outlining developed skills -Marketing personal and professional strengths The resume and cover letter activity was successful and completed by six students, which is an effective employment tools. The results of six students successfully completing the course reflected 100% success.	100%	Faculty will continue to align the student learning outcomes to the needs of prospective employment. Focusing on the needs of the industry is important in preparing students for the workforce. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.
		SLO #3	Students will be able to communicate how to build and expand a client base.	Benson, C.	In-class presentations are scenarios created by students to design strategies to captivate their audience and persuade them to purchase services. Students create marketing strategies to build client services and maintain a client base. All students completed their homework assignments, projects, and activities. Test scores were	100%	Learners develop a handful of useful techniques that are relevant in their career and lives. Connecting learning to the real world by illustrating real-life scenarios is imperative in cosmetology skills, therefore, instructors employ methods that engage the beauty professional. Faculty will continue to align the student learning outcomes to the

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		SLO #3	Students will be able to communicate how to build and expand a client base.	Benson, C.	above average, which attributed to the successful passing of all learners. The six students enrolled in the course successfully completing the course reflected 100% success.	100%	mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results of success for students when tested by cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.
	ECON 1	SLO #1	Application of trade Theory through case studies.	Roger McGinnis	39 completed the mid term exam, 34 completed the final exam. 89% passed the class	Began with 40 students, 6 dropped or withdrew, added 5.	Continue with changes in #11, have more in class discussion pro and con how beneficial international trade has become
		SLO #2	Understanding of Banking Theory through case analysis.	Roger McGinnis	39 complete the mid term exam, 34 completed the final exam. 87% passed the class.	Began with 40 students, 6 dropped or withdrew, added 5.	Continue with changes in #11, have more open class discussion, pro and con, how economics impacts everyone through banking.
		SLO #3	Recognition of global components essential for international GNP/GDP calculations.	Roger McGinnis	39 completed the mid term exam, 34 completed the final exam. 87% passed the class.	Began with 40 students, 6 dropped or withdrew, added 5.	Continue with changes in #11, have more open class discussion, pro and con, how economics impacts national/international GOP/GNP.
	ECON 2	SLO #1	Incorporation of Business Planning utilizing Microeconomics principles.	Roger McGinnis	27 in class; 24 completed final exam. 88% passed the class.	Began with 36 in class, added 3, 12 dropped or withdrew.	continue with changes in #11, request articles re: current applications of SLO material.
		SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment	Steve McQueen	From Moodle Grade book	NO ~ Started out with 44 students, dropped 6, 7 didn't perform up to midterm. After midterm 0 students stopped activities because their lower grade. Ended up with 31/38 students = 82% I do think the 6 students who didn't perform up to midterm could have been due to text misinformation problems at the beginning of the class. Several of these students began the first discussions and assignments for the first week or two and then dropped out of existence.	There were a few problems at the beginning because I sent in a lot of changes of the ECON 2 material however, the old text wasn't changed to the new text so it caused a bit of confusion with students in the class. Those students who purchased the text from Viking book store were OK but those who purchased or were to purchase the text over with Amazon etc. had problems by purchasing the old text. I contacted the web department a week later to correct it but a few students didn't catch it until it was too

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #1 (McQueen)	Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.	Steve McQueen	From Moodle Grade book	NO ~ Started out with 44 students, dropped 6, 7 didn't perform up to midterm. After midterm 0 students stopped activities because their lower grade. Ended up with 31/38 students = 82% I do think the 6 students who didn't perform up to midterm could have been due to text misinformation problems at the beginning of the class. Several of these students began the first discussions and assignments for the first week or two and then dropped out of existence.	<p>late. So by then the damage was done. The first week I only receive read syllabus emails but assumed the change was made and not realizing until I received a student email that some students purchased the old text and others just didn't continue so that is part of the problem with this terms results.</p> <p>One good thing is that I had to work extra hard to keep students in class and working. I sent off numerous emails outlining work needing to be done to keep the class running to reduce any further erosion. That is what I needed to do to save the majority of students in class. I also allowed students having the old text if they missed a few questions here or there in their assignments full points because it was not their fault.</p> <p>YES, So what is also interesting is that with the course change we have the following percentages from those who remained. So generally speaking, even with the problem, the grades show that many students did fairly well of those students who remained and didn't quit after the first few weeks but remained in class.</p> <p>A's = 10/31 = 32% B's = 12/31 = 39% C's 5/31 = 16% D's = 2/31 6% 2/31 F's = 6%</p> <p>Also, Thanksgiving some activities were reduced of which wasn't as big a problem this year as it has been in the past.</p>
		SLO #2	Comprehension of marketing strategies for small business development.	Roger McGinnis	27 in class, 24 completed final exam. 88% passed the class.	Began with 36, added 3, 12 dropped or withdrew.	Continue with changes in #11, request articles re: current applications of SLO material.
		SLO #2	Comprehension of	Steve McQueen	From Moodle ~ 22/31 responses =	76%	I try to have the percentage of students

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		(McQueen)	a High Tech Monopolization Case between Microsoft vs. Netscape Case forcing Microsoft to Pay Netscape damages with its inclusion of Outlook in its Windows Software. Core Competency: Communication and Critical Thinking and Monopolization Policies by the Justice Department and US and Global Awareness and Personal/Professional Development Assessment Methods: Essay or Writing Assignments, Project or Presentation, Demonstration, Chapter review, breakout sessions, and group discussions.	Steve McQueen	71% response ~ I have some students drop off before the midterm I believe after the text confusion. so I then had 31 students that remained after the midterm.	76%	completing this paper at about 70% because it is not mandatory that they do this work. However, I believe that the problem was pointed up so the new text author has been corrected by the Web department so that situation won't happen next time the class is taught. But the fact that the remaining students completed most of this work suggests that this too can be interpreted as a partial success.
		SLO #3	Understanding and inclusion of "explicit" and "implicit" costing strategies into business plan.	Roger McGinnis	27 in class, 24 completed final exam. 88% passed the class.	Began with 36, added 3, 12 dropped or withdrew	Continue with changes in #11, request articles re: current applications of SLO material.
		SLO #3 (McQueen)	Understanding how the New Health Care Act will affect Health	Steve McQueen	Taken from Moodle 21/31 responses = 70% response	72%	As long as I can receive close to a 70% rate then it is working, lower than that rate then I have concerns. Because these are extra credit it helps because

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (McQueen)	Care costs and the indirect and direct taxes of most Americans. Core Competency: Communication and Critical Thinking and Health Care and Obama Care Awareness as it rolls out and most of its implications and Personal/Professional Development. Assessment Methods: Essay or Writing Assignments, Project or Presentation, Multiple Choice, Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.	Steve McQueen	Taken from Moodle 21/31 responses = 70% response	72%	students are more apt to do them. Having Moodle has made it easier from me to make this assessment which was more difficult before. But the fact that the remaining students completed most of this work suggests that this too can be interpreted as a partial success.
	ELCT 70D	SLO #1	The student will understand the various formats, views and usage of electrical blueprints.	L. Schrader	100% of the students assessed completed the SLO with a "C" grade or better. Over 50% of students didn't complete the final exam.	Retention compared to first census is 44%	Text, quiz and discussion will be updated to reflect new textbook revision.
		SLO #2	The student will understand grounding and bonding requirements for	L. Schrader	70% of the students assessed completed the SLO with a "C" grade or better. Over 50% of students didn't complete the final exam.	Retention compared to first census is 44%	Text, quiz and discussion will be updated to reflect new textbook revision.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	safety in electrical installations.	L. Schrader	70% of the students assessed completed the SLO with a "C" grade or better. Over 50% of students didn't complete the final exam.	Retention compared to first census is 44%	Text, quiz and discussion will be updated to reflect new textbook revision.
		SLO #3	The student will understand the proper wiring methods for residential and commercial installations.	L. Schrader	60% of the students assessed completed the SLO with a "C" grade or better. Over 50% of students didn't complete the final exam.	Retention compared to first census is 44%	Text, quiz and discussion will be updated to reflect new textbook revision.
	ENGL 101	SLO #1	Students will improve as writers in simple writing and fixing grammatical errors in sentences.	S. Halsey	100% of the students demonstrated the ability to write simple sentences, understanding the subject/verb relationship. 80% were able to write more complex sentences with only minimal errors in spelling.	40%. This was a Ft. Irwin class and the military duties often interrupt the student's ability to complete the course.	No changes are planned.
				Yi-Ju Liao	I had 21 students enrolled in English 101 this term. 3 students were dropped due to excessive absences, and one of them was hospitalized for 2 months. 16 students completed the course. 83% of students successfully met these SLOs earning a "C" or higher. Successful students were able to eliminate sentences errors in both grammatical and writing exams. Routine homework and in-class activities only helped half of them to recognize their own grammatical mistakes before midterm. I asked the other half students to go to see a tutor to review the chapters they learned previously twice per week after midterm. I also required them to submit the attendance sheets signed by their tutors each time. 2 students who were not successful stopped attending class in November, and other students told me that was the time they received their second check. I am not so sure if that's true or not, but they used to attend every single class before that	Of 21 students, 18 completed the course. Of the 18 students, only 15 of them earned C or higher.	I will change the vocabulary part. Instead of letting students choose their own words per week, I will offer them words and ask them to use dictionary for their weekly homework. Students in English 101 are still more passive than those in English 102. It took them a while to build up the habit to provide a word per week. Some students I dropped never did this homework in this class, which is the reason I decide to make this change. I hope they can learn parts of speech faster if I make this change for the next term. P.S. I have a student who considered herself to be placed at the wrong level, and she thinks she should have been in English 50. Having this thought, she often disrupted classes in various ways and also wrote me emails to complain other students who learned slowly in class. I contacted her counselor about the situation in the middle of the semester. I believe Penny is trying to take care of this issue of placement test, and I just want record this case for this term.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Yi-Ju Liao	date. 1 student who completed the course still failed this class. I believe that she should take reading class before she took English 101 because she really had a hard time understand basic structure of a complete sentence. I have taught her other 3 siblings and I know she is the 1.5 student.	Of 21 students, 18 completed the course. Of the 18 students, only 15 of them earned C or higher.	I will change the vocabulary part. Instead of letting students choose their own words per week, I will offer them words and ask them to use dictionary for their weekly homework. Students in English 101 are still more passive than those in English 102. It took them a while to build up the habit to provide a word per week. Some students I dropped never did this homework in this class, which is the reason I decide to make this change. I hope they can learn parts of speech faster if I make this change for the next term. P.S. I have a student who considered herself to be placed at the wrong level, and she thinks she should have been in English 50. Having this thought, she often disrupted classes in various ways and also wrote me emails to complain other students who learned slowly in class. I contacted her counselor about the situation in the middle of the semester. I believe Penny is trying to take care of this issue of placement test, and I just want record this case for this term.
					I had 23 students enrolled in English 101 this term. 10 students were dropped due to excessive absences. 13 students completed the course. 2 students moved to Las Vegas after the date in November. 85% of students successfully met these SLOs earning a "C" or higher. Successful students were able to eliminate sentences errors in both grammatical and writing exams.	13/23 student retention	I will change the vocabulary part. Instead of letting students choose their own words per week, I will offer them words and ask them to use dictionary for their weekly homework. Students in English 101 are still more passive than those in English 102. It took them a while to build up the habit to provide a word per week. Some students I dropped never did this homework in this class, which is the reason I decide to make this change. I hope they can learn parts of speech faster if I make this change for the next term. P.S. I will contact students' counselors at the beginning of the semester to make sure all of them are placed at the right level.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					I had 23 students enrolled in English 101 this term. 10 students were dropped due to excessive absences. 13 students completed the course. 2 students moved to Las Vegas after the date in November. 85% of students successfully met these SLOs earning a "C" or higher. Successful students were able to eliminate sentences errors in both grammatical and writing exams.	13/23 student retention	
		SLO #2	Students will be able to read short prompt and respond appropriately in writing – response should clearly respond to prompt and have few grammatical errors.	Sandra Halsey	Students were able to put together a sequence of paragraphs that worked together for a cohesive whole. They were able to respond to specific information required in the assignments	40%. More than ½ the students were sent to the field and were unable to continue the class. Ft. Irwin needs to revert to the rotation schedule we had several years ago. Classes remained full to overflowing and retention was above 80%.	No changes are planned to pedagogy as what I am doing now works well.
				Yi-Ju Liao	I had 21 students enrolled in English 101 this term. 3 students were dropped due to excessive absences, and one of them was hospitalized for 2 months. 16 students completed the course. 83% of students successfully met these SLOs earning a "C" or higher. Successful students were able to eliminate sentences errors in both grammatical and writing exams. Students were aware of the fact they might not pass this class after midterm, so they spent more time in writing their paragraphs. 2 students who were not successful stopped attending class in November, and other students told me that was the time they received their second check. I am not so sure if that's true or not, but they used to attend every single class before that date. 1 student who completed the course still failed this class. I believe	Of 21 students, 18 completed the course. Of the 18 students, only 15 of them earned C or higher.	In next semester, I will ask students who get the grades of their writing lower than B- to see a tutor or talk to me and rewrite the same writing until I give them a better grade.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Yi-Ju Liao	that she should take reading class before she took English 101 because she really had a hard time understand basic structure of a complete sentence. I have taught her other 3 siblings and I know she is the 1.5 student.	Of 21 students, 18 completed the course. Of the 18 students, only 15 of them earned C or higher.	In next semester, I will ask students who get the grades of their writing lower than B- to see a tutor or talk to me and rewrite the same writing until I give them a better grade.
					I had 23 students enrolled in English 101 this term. 10 students were dropped due to excessive absences, and most of them did not turn in their homework. Moreover, they often used cellphones in class. When I asked them to do group activities, they just didn't talk or used their phones. I tried to contact all of their counselors about their learning attitude. Some counselors told me couldn't get Financial Aid at other schools, so they just came to BBC. Actually, the 10 students acted the same way in other classes. After I discussed with the counselors, we all agreed to drop them, so they would not disturb the class anymore. I also reported this problem to Penny before I dropped them. 13 students completed the course. 2 students moved to Las Vegas after the date in November. 85% of students successfully met these SLOs earning a "C" or higher. Successful students were able to eliminate sentences errors in both grammatical and writing exams. Students were aware of the fact they might not pass this class after midterm, so they spent more time in writing their paragraphs. One of the students writes very well, so I will recommend her to attend Desert Heritage Writing Contest next time. 2 students who were not successful stopped attending class in November, and other students told me that they	Of 23 students, 13 completed the course. Of the 13 students, only 11 of them earned C or higher.	In next semester, I will ask students who get the grades of their writing lower than B- to see a tutor or talk to me and rewrite the same writing until I give them a better grade.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					moved to Vegas. A lot of time they were in the Financial Aid office, instead of coming to the class.	Of 23 students, 13 completed the course. Of the 13 students, only 11 of them earned C or higher.	In next semester, I will ask students who get the grades of their writing lower than B- to see a tutor or talk to me and rewrite the same writing until I give them a better grade.
	ENGL 102	SLO #1	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.	Ibrahim Aboud	Writing paper on childhood memories. 28 out of 30 students turned in assignments, and of them 3 failed to meet the standards or turn in any work.		More in-class work in that area will be offered in the future.
				S. Walker	All students improved in writing paragraphs from the beginning of the term to the end of the term. 63% (19 of 30) demonstrated proficiency on fixing grammatical errors from rough draft to final draft of the expository paragraph. 17% (5 of 30) could fix grammatical errors when told which sentence had which type of error. 6 students (20%) did not complete this assignment.	80% retention. 30 students after 1st census, with 24 remaining in attendance at the end of the term.	If I teach this course in the future, I will implement more opportunities for students to practice fixing grammatical errors independently. I will also have more opportunities for students to practice finding grammatical errors of all kinds rather than specific kinds. I incorporated primarily small group and partner practice which led some students to rely on others too heavily. Also, many practices were based on a specific skill covered in a specific lesson which did not prepare all students to find errors in realistic writing situations.
				Sandra Halsey	All students were able to write a series of paragraphs that works together to explain a point.	Same as SLO 1	The pedagogy is working. No changes planned.
					Students were able to write cohesive paragraphs that stayed on topic with minimal errors	80% The students were called for field duty and unable to return to the class. Ft. Irwin classes need to be on a rotation schedule as they were a few years ago. We had very high retention when that schedule was in place.	No changes planned. This system is working.
		SLO #2	Students will be able to read short prompt and write a clear focused paragraph response – response should	Ibrahim Aboud	Students were required to read short stories and turn in journals. 90% of students successfully turned in journals for "the Luncheon." Three students failed to turn in work on time.	No students were dropped by instructor after census.	Continue to develop this further.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	show clear understanding of paragraph structure, clearly respond to prompt and have few grammatical errors.	Ibrahim Aboud	Students were required to read short stories and turn in journals. 90% of students successfully turned in journals for "the Luncheon." Three students failed to turn in work on time.	No students were dropped by instructor after census.	Continue to develop this further.
				S. Walker	73% of students (22 of 30) demonstrated proficiency of this outcome. 2 students (7%) demonstrated proficiency on understanding of paragraph structure and minimizing grammatical errors but misunderstood the prompt. 6 students (20%) did not show up for the final exam.	80% retention. 30 students after 1st census, with 24 remaining in attendance at the end of the term.	The biggest challenge for students was understanding what the prompt was asking them to do. In the future, I will incorporate opportunities to explicitly model and practice deconstructing writing prompts and planning responses that will address all components of the prompt.
		SLO #3	Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph.	Ibrahim Aboud	Students successfully analyzed and identified different paragraph components. For quiz 1, 23 were able to create paragraphs with topic sentences, body and conclusion.	No students were dropped by instructor after census.	Continue with current style.
				S. Walker	77% of students (23 of 30) demonstrated proficiency toward this outcome on the final exam. 1 student (3%) attempted but did not demonstrate proficiency. 6 students (20%) did not show up to take the exam.	80% retention. 30 students after 1st census, with 24 remaining in attendance at the end of the term.	This skill was practiced throughout the term in whole group and small group settings, but rarely independently. The student who did not demonstrate proficiency on the final exam would have benefitted from opportunities to practice independently and individual feedback and guidance to help determine the challenges and how to solve them.
				Sandra Halsey	All students who remained in the class demonstrated understanding of paragraph structure including transitions from one paragraph to the next. They wrote a researched argument for their final paper including rudimentary citation in text	80% See SLO 1	Continue the no grades on learning assignments method. It is working. Removing pressure enhances learning.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Sandra Halsey	and on a Works Cited page.	80% See SLO 1	Continue the no grades on learning assignments method. It is working. Removing pressure enhances learning.
	ENGL 1A	SLO #1	Student will be able to read and analyze a college-level article or essay and compose an essay in response that goes beyond a standard five-paragraph essay.	J. Whims	The students wrote a narrative essay of approximately three pages. Twenty-three students out of 23 completed the assignment. (100%) Students were to use the five senses to augment their writing. They were also to write a specific thesis. Most of the students did use more sensory writing, but sometimes their efforts were clumsy. Two students did not try to use the senses. It was harder for students to write a specific thesis. Many of their sentences were directed toward their own experiences rather than addressing the reader.	After the first census, there were 21 students in the class. Sixteen students completed the course (That is a 76% retention rate.) Fifteen of these students received a "C" or better (71%). One student received a "D." (5%)	The narrative essay is the first essay the students write. So the remaining essay assignments also stress specific theses, especially that of the research paper and argumentative paper. But the next time the students attempt to write a thesis statement is in the research proposal. I am going to change my lesson instructions to emphasize how to write a specific thesis.
				Kristy Krumsiek	Average of submitted essays was 65%. 25/28 or 89% of the students submitted the assignment, which 15/28 or 54% were successful with a "C" or higher, 10/28 or 36% didn't follow the guidelines, 3/28 or 11% failed to submit the assignment.	28/29 students remained enrolled in the class.	The pass rate for this SLO was poor. In the future, I plan on implementing mini writing assignments on top of the already integrated group work to help prepare students for the complexity and difficulty of this assignment. If possible, I will also provide more sample reading material that emulates this type of rhetorical strategy in hopes of better preparing the students for writing a rhetorical analysis essay.
				L. Schrader	After reading the novel, and having two in-class discussions, students generated literary analysis, in MLA format, with appropriate parenthetical citation and Works Cited.	Class discussion of characters, setting, culture, literary devices... led to an anticipated increase in student comprehension.	Seek departmental input for novel selection—perhaps generate a standard group for selection.
				Roy Bomar	100% completed the essay with a grade of C or better: 7 "A"s, 5 "B"s and 2 "C"s.	Post census, 14 students remained: 14 students completed the course in total.	The success students have had with this essay, which gives them close critical reading and analysis, will be assessed again next semester.
				Susan Nylander	Of 28 students, 21 turned in a Lit analysis; there were 8 As, 7 Bs, 5 Cs, 1 D, and 0 Fs.	Of the original 28 students, 26 completed the course so the retention rate is 92%	Unsure if the change in grades is a result of my approach to grading, my presentation of the assignment in class, or the students' approach to the essay,

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Susan Nylander	Of 28 students, 21 turned in a Lit analysis; there were 8 As, 7 Bs, 5 Cs, 1 D, and 0 Fs.	Of the original 28 students, 26 completed the course so the retention rate is 92%	though the parameters of the prompt are the same. I may revise the prompt and see if there is a change in the spring.
					Of 32 students, 31 turned in a Lit Analysis. There were: 18 As, 6 Bs, 6 Cs, 1 D	Of 35 students who began the class, 32 completed the course which = retention rate of 91%	As mentioned in the SLO form for 20285, I will be revising this prompt and comparing success rates.
		SLO #2	Students will incorporate research into essays using MLA documentation style.	J. Whims	Students posted three Works Cited citations as they were writing their research paper rough drafts. Each student was to comment on the errors to pluses in one other student's work. I commented on each student's postings. One of the main errors posted in students' work was adding the web address into citations. Once the student posted his or her citations, he or she was to come back later and review the comments made on his or her work.	After the first census, there were 21 students in the class. Sixteen students completed the course (That is a 76% retention rate.) Fifteen of these students received a "C" or better (71%). One student received a "D." (5%)	Next semester, I will encourage the students to post early in the week so that they can get feedback on their postings. I will do this through an e-mail that is distributed to the entire class.
				Kristy Krumsiek	Average of submitted essays was 78%. 19/28 or 68% of the students submitted the assignment, which 16/28 or 57% were successful with a "C" or higher, 3/28 or 11% didn't follow the guidelines, 9/28 or 32% failed to submit the assignment.	28/29 students remained enrolled in the class.	Based on the number of students who participated (19), a pass rate of 16/19 or 84% illustrates a good performance on this SLO. However, the percentage of students who did not participate in this late-semester assignment (9/28 or 32%) is poor. Much of this is due to students no longer attending class during the last third of the semester; only 3/9 or 33% of the students who did not participate in the assignment were still attending classes at this point. For the future, I will focus on contacting students who are repeatedly missing classes to hopefully boost the participation percentage as well as taking action in dropping students who miss too much class and are, therefore, subject to being dropped according to the college's attendance policy.
				L. Schrader	1) Literary analysis 2) Argumentative essay 3) Research Paper All of the above listed required MLS	Through repetition and a formal level of expectation, all students successfully fulfilled the SLO and have a new base of expectations.	One more class meeting on citation of sources, and a bit more instruction (although not required by the SLO) in APA citation.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				L. Schrader	works Cited, with parenthetical citation.	Through repetition and a formal level of expectation, all students successfully fulfilled the SLO and have a new base of expectations.	One more class meeting on citation of sources, and a bit more instruction (although not required by the SLO) in APA citation.
				Michelle James	78% completed assessment with a C or higher. 10% of the students failed to follow criteria identified on the rubric and 12% of the students failed to submit the assignment.	I had 30 students. 6 were either dropped or dropped on their own. 86% retention.	More time needs to be spent working with students on how to choose credible sources for a college level research paper. I will revise the exam to follow the new lecture notes more exactly.
					80% completed assessment with a C or higher. 20% of the students failed to submit the assignment.	I had 25 students. 2 were either dropped or dropped on their own. 92% retention.	More time needs to be spent working with students on how to choose credible sources for a college level research paper. I will revise the exam to follow the new lecture notes more exactly.
				Roy Bomar	100% completed the essay with a grade of C or better: 7 "A"s, 3 "B"s and 4 "C"s.	Post census, 14 students remained: 14 students completed the course in total	I will again assess this essay next semester for additional data to determine if students are reaching their goals.
				Susan Nylander	Of 26 students, 18 turned in an annotated bib. Of these, 8 As, 1 B, 1 C, 2 Ds, 6 Fs.	Of the original 28 students, 26 completed the course so the retention rate is 92%	Unsure if the change in grades is a result of my approach to grading, my presentation of the assignment in class, or the students' approach to the essay, though the parameters of the prompt are the same. I may revise the prompt and see if there is a change in the spring.
					Of 32 students, 27 students submitted an annotated bib. There were 12 As, 8 Bs, 4 Cs, 1 D, 2 Fs.	Of 35 students who began the class, 32 completed the course which = retention rate of 91%	In all 1A classes next semester, I will begin more intensive MLA format coverage sooner in the semester and incorporate more practice in class than I have previously to see if there is improvement beyond this semester.
		SLO #3	Identify various essay modes and strategies and to produce such essays.	Michelle James	17 passed assessment. 2 failed. 4 did not submit. Thus, 80% completed assessment with a C or higher. 5% of the students failed to follow criteria identified on the rubric, and 15% of the students failed to submit the assignment.	I had 30 students. 6 were either dropped or dropped on their own. 86% retention.	The lessons on using hooks to open essays and adding dialogue appear to be effective and stimulate student motivation. I will use these more in the next course.
					23 passed assessment. 2 did not submit. Thus, 90% completed assessment with a C or higher. 10%	I had 25 students. 2 were either dropped or dropped on their own. 92% retention.	The lessons on using hooks to open essays and adding dialogue appear to be effective and stimulate student

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					of the students failed to submit the assignment.	I had 25 students. 2 were either dropped or dropped on their own. 92% retention.	motivation. I will use these more in the next course.
	ENGL 1B	SLO #1	Students will be able to read and analyze a short work of literature- a poem or a short, short story- and compose an essay the analyzes the meaning and structure of the work.	Susan Nylander	Of 34 students still enrolled in the class at the time of this assignment, 32 turned in Short Essay #1. There were: 20 As, 3 Bs, 6 Cs, and 1 D.	Of 34 students 31 completed the course, which is a retention rate of: 91%	The students' success rate with this assignment is very good. I have myriad changes I would like to incorporate next time I get to teach this class as I was still learning the format and building the class. I believe I have a good foundation laid for a much better class next fall.
		SLO #2	Students will incorporate direct quotations from specific works of literature to strengthen points made about the works in their assigned essays.	Susan Nylander	Of 34 students, 33 submitted a final essay. There were: 22 As, 10 Bs, 1 C	Of 34 students 31 completed the course, which is a retention rate of: 91%	The students' success rate with this assignment is very good. I have myriad changes I would like to incorporate next time I get to teach this class as I was still learning the format and building the class. I believe I have a good foundation laid for a much better class next fall.
	ENGL 1C	SLO #1	Students will evaluate readings for rhetorical appeals, bias, propaganda, and logical fallacies.	Christie Firtha	Data shows that students are passing the assignment, scoring an average of 5/5 with a median of 5/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This semester's class was opened at the beginning of a nine week session with the result that 12 people initially enrolled and two finished. Since the class size was so small and since those that persevered through the class did extremely well, the SLO calculations for the class are unreliable.	Two of fifteen remained in the class.	I will follow up on the fall and the spring to assess SLOs for Spring 15.
				Lili Melton	Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 26 Successful Completers. Retention was 85.7% and Success 80%.	There were 30 Enrolled at Census, 28 Enrolled at EOT, and 24 Successful Completers. Retention was 85.7% and Success 80%.	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives.
				Roy Bomar	7 students received a grade of "B" or better: 2 B's and 5 A's.	Post census, 7 students remained- 100% completed the course	I will continue to use this criterion and assess it with future 1C courses.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Susan Nylander	Of 35 students, 32 students submitted a fallacies essay. There were: 7 As, 7 Bs, 11 Cs, 5 Ds, 2 Fs.	Of 35 students enrolled, 35 completed the course, which equals a 100% retention rate, though 100% of the students did not complete successfully.	Again, I was a bit lenient on my add policy, which spread me too thin through the class, so next semester, I will not go above the enrollment cap, which will allow me to offer more individual attention/ assistance with their revisions.
					Of 37 students, 33 students submitted a fallacies essay. There were 4 As, 7 Bs, 16 Cs, 1 D, and 5 Fs.	Of the 37 students enrolled from the beginning of the semester, 37 completed the course, which equals a 100% retention rate.	I made a mistake adding so many students and I think if I do not go above the cap in class size again, I may see better scores as I will be able to spend more time assisting the students with their revisions.
		SLO #2	Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments.	Christie Firtha	Data shows that students are passing the assignment, scoring an average of 5/5 with a median of 5/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This semester's class was opened at the beginning of a nine week session with the result that 12 people initially enrolled and two finished. Since the class size was so small and since those that persevered through the class did extremely well, the SLO calculations for the class are unreliable.	Two of fifteen remained in the class	I will follow up on the fall and the spring to assess SLOs for Spring 15.
				Lili Melton	Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 26 Successful Completers. Retention was 85.7% and Success 80%.	There were 30 Enrolled at Census, 28 Enrolled at EOT, and 24 Successful Completers. Retention was 85.7% and Success 80%.	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success.
				Roy Bomar	7 students received a grade of "B" or better: 3 B's and 4 A's.	Post census, 7 students remained- 100% completed the course.	I will continue to use this criterion and assess it with future 1C courses.
				Susan Nylander	Of 35 students enrolled, 27 submitted a final paper. There were: 6 As, 9 Bs, 2 Cs, 5 Ds, 5 Fs.	Of 35 students enrolled, 35 completed the course, which equals a 100% retention rate, though 100% of the students did not complete successfully.	Again, I was a bit lenient on my add policy, which spread me too thin through the class, so next semester, I will not go above the enrollment cap, which will allow me to offer more individual attention/ assistance with their revisions.
					Of 37 students, 32 students	Of the 37 students enrolled from the	I made a mistake adding so many

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					submitted a final essay. There were 7As, 7 Bs, 14 Cs, 2 Ds, and 2 Fs.	beginning of the semester, 37 completed the course, which equals a 100% retention rate.	students and I think if I do not go above the cap in class size again, I may see better scores as I will be able to spend more time assisting the students with their revisions.
	ENGL 50	SLO #1	Students will be able to read and analyze an article or essay and compose an essay in response.	Christie Firtha	Students scored a 2.94 out of 5 on average. This is an adequate response to the prompt. However, it is not as good as last semester's students' performance.		The plan for next semester is, again, to emphasize reading comprehension more, striving for a better balance with support. I plan to incorporate more reading comprehension exercises into discussion.
				Daniel Marengo	None indicated	One student was retained. All students that were going to be retained received immediate feedback. This helped students to make up the work and to stay focused in order to complete the course.	I will continue to engage students with readings which will help them to analyze articles and essays. They will continue to write essays in response to each reading.
				L. Yuhas-BeDell	Compare/contrast—analysis essay: 20/24 or 80% of the students successfully completed this assignment with a "C" or higher. 4/24 or 16% of the students failed to follow criteria. No one failed to submit the assignment.	Twenty-six enrolled, two dropped. I had 24 students complete the course which is 93% participation	I am going to refine the material/analysis handouts to help students discuss/collaborate and critically think about writing. One important aspect I want to include is more quotes from the stories embedded in my comments so that the students get a clearer idea of how to practically use comments and source notes.
				Roy Bomar	Grades: 7 A's , 1 C and 1 B	Post census: 9 students remained, 100 % passed with a grade of "B" or better; 3 B's and 6 A's.	I have not assessed this criterion previously. I will retain for future evaluation.
		SLO #1 (Urmston)	Guinea Pig Theater	E. Urmston	Average score: 86.8%	All areas covered were revisited on final exam	I intend to incorporate this method more often
		SLO #2	Students will be able to incorporate research into essays using MLA documentation style.	Christie Firtha	Students scored a 3.9 out of 5 on assignments related to MLA formatting. However, when students were asked to use these lessons in their essays, they did not always complete the formatting making it difficult to assess. Those who completed the formatting did well; for those who did not complete the formatting, competence is difficult to assess.		To ensure that all students use MLA format in their paper, I plan to distribute a rubric detailing the point attributed to MLA formatting in paper 3.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Daniel Marengo	At the end of the course, there were ___(27)___ students on the roster. Of those students, ___(26)___ completed the course, so ___100___% of students completed the course. Of the students who completed the course, ___96___% successfully met all SLOs	One student was retained. All students that were going to be retained received immediate feedback. This helped students to make up the work and to stay focused in order to complete the course.	Most students were successful this semester. I will continue to incorporate readings, writing, and MLA research articles in the curriculum.
				L. Yuhas-BeDell	Analysis essay: 22/24 or 95% of the students successfully completed this assignment with a "C" or higher. 2/24 or 83% of the students failed to follow criteria. No one failed to hand in the assignment.	Twenty-six enrolled, two dropped. I had 24 students complete the course which is 93% participation.	My action plan is to create a quiz for Works Cited.
				Roy Bomar	Grades: 6 A's and 3 B's.	Post census: 9 students remained, 100 % passed with a grade of "B" or better; 3 B's and 6 A's.	I have not assessed this criterion previously. I will retain for future evaluation.
		SLO #2 (Urmston)	Time Capsule Essay	E. Urmston	Average score of 85%	essay component on final exam to re-visit whether students remembered the salient points	This worked well. I will be seeking more student-interest topics
		SLO #3 (Urmston)	Exam	E. Urmston	Average score 83%	Final exam results suggest An average of 83% retention of semester's work.	More practice work assignments planned.
ESL 104	SLO #1	Compose loosely unified paragraphs with assertive topic sentences and connected supporting (and varied) sentences to express personal ideas in journal, letter, or "academic" form.	Jill Murphy	This class meets concurrently with ESL 114. At the end of the class, three students were registered, and 100% of these students successfully met this SLO.	Of the 5 students originally registered in this class, 3 completed the class. The two who withdrew from the class withdrew for medical reasons.	I will continue to use the online grammar tool and further expand the writing assignments.	
	SLO #2	Apply steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	Jill Murphy	This class meets concurrently with ESL 114. At the end of the class, three students were registered, and 100% of these students successfully met this SLO.	Of the 5 students originally registered in this class, 3 completed the class. The two who withdrew from the class withdrew for medical reasons.	I will continue to use the online grammar tool and further expand the writing assignments so that students	
	SLO #3	Examine	Jill Murphy	This class meets concurrently with	Of the 5 students originally registered in this	I will continue to use the online	

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	similarities and differences between American cultures and other cultures through composed narratives, descriptions, and explanations of common processes.	Jill Murphy	ESL 114. At the end of the class, three students were registered, and 100% of these students successfully met this SLO.	class, 3 completed the class. The two who withdrew from the class withdrew for medical reasons.	grammar tool and further expand the writing assignments.
	ESL 106	SLO #1	Initiate and maintain conversations on familiar and assigned topics: share personal and cultural experiences, ideas, and opinions.	Ibrahim Aboud	All students performed well in discussion presentation and passed.	No students were dropped by instructor after census.	No changes.
		SLO #2	Implement newly-learned vocabulary and request clarification as necessary when participating in extended conversations, speeches, and class discussions on social, vocational, and abridged academic topics.	Ibrahim Aboud	All students successfully turned in the work and exercises.	No students were dropped by instructor after census.	None
		SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	Ibrahim Aboud	Students successfully participated in discussion on culture and delivered an oral presentation on their own cultures.	No students were dropped by instructor after census.	None
	ESL 107	SLO #1	Pronounce all	Jill Murphy	At the end of the semester, I had	44% of students were retained. Two	Do more dictation from the beginning

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ESL 107	SLO #1	consonants and vowels of American English using common patterns of stress, intonation, and rhythm.	Jill Murphy	nine students on my roster. Of those, one student dropped with a W in September. I "instructor dropped" four others because they stopped attending and doing assignments. Four students completed the class. Of those four, 100% of students successfully met this SLO, though all four retain their own speech patterns. I count this as successful because their comprehensibility of speech for American listeners significantly improved as did their ability to identify speech patterns of native speakers of American English.	students stopped attending because of medical reasons, one because of work schedule, and the other two because, as they reported, other classes required more attention.	of the class. Add more speeches/presentation and use video to have students watch themselves and analyze their own patterns of speaking so that they can see and hear themselves.
		SLO #2	Examine one's own production of sounds that cause problems in communication with American speakers of English and practice difficult phonemes to promote clarity in communication.	Jill Murphy	At the end of the semester, I had nine students on my roster. Of those, one student dropped with a W in September. I "instructor dropped" four others because they stopped attending and doing assignments. Four students completed the class. Of those four, 100% of students successfully met this SLO, though all four retain their own speech patterns. I count this as successful because their comprehensibility of speech for American listeners significantly improved as did their ability to identify speech patterns of native speakers of American English.	44% of students were retained. Two students stopped attending because of medical reasons, one because of work schedule, and the other two because, as they reported, other classes required more attention.	Do more dictation from the beginning of the class. Add more speeches/presentation and use video to have students watch themselves and analyze their own patterns of speaking so that they can see and hear themselves.
		SLO #3	Demonstrate understanding of the articulatory system, where and how sounds are made in American English.	Jill Murphy	At the end of the semester, I had nine students on my roster. Of those, one student dropped with a W in September. I "instructor dropped" four others because they stopped attending and doing assignments. Four students completed the class. Of those four, 100% of students successfully met this SLO, though all four retain their own speech patterns. I count this as successful because their comprehensibility of speech for American listeners significantly improved as did their	44% of students were retained. Two students stopped attending because of medical reasons, one because of work schedule, and the other two because, as they reported, other classes required more attention.	Do more dictation from the beginning of the class. Add more speeches/presentation and use video to have students watch themselves and analyze their own patterns of speaking so that they can see and hear themselves.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Demonstrate understanding of the articulatory system, where and how sounds are made in American English.	Jill Murphy	ability to identify speech patterns of native speakers of American English.	44% of students were retained. Two students stopped attending because of medical reasons, one because of work schedule, and the other two because, as they reported, other classes required more attention.	Do more dictation from the beginning of the class. Add more speeches/presentation and use video to have students watch themselves and analyze their own patterns of speaking so that they can see and hear themselves.
	ESL 114	SLO #1	Compose clearly unified paragraphs with assertive topic sentences, connected supporting (and varied) sentences, and conclusions to express in journal, letter, or "academic" form.	Jill Murphy	This class is taught concurrently with ESL 104. There were two students registered for the class at the end of the semester, and 100% of students successfully met this SLO.	100% of students were retained.	I will continue to use the online grammar tool and further expand the writing assignments.
		SLO #2	Refine approach to steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	Jill Murphy	This class is taught concurrently with ESL 104. There were two students registered for the class at the end of the semester, and 100% of students successfully met this SLO.	100% of students were retained	Nothing indicated.
		SLO #3	Compose paragraphs to define ideas, describe people or places, narrate events, compare/contrast cultures, and express opinions.	Jill Murphy	This class is taught concurrently with ESL 104. There were two students registered for the class at the end of the semester, and 100% of students successfully met this SLO.	100% of students were retained.	I added some online grammar work and more paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. (I also had students explore argumentation (expressing opinions/debate) in the speaking class immediately preceding this course so that they had ideas ready to explore and when we got to this point, they were able to think more critically about this process.
	ESL 116	SLO #1	Prepare and deliver informal	Ibrahim Aboud	All students performed well in discussions presentation and passed.	No students were dropped by instructor after census.	No changes

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ESL 116	SLO #1	and basic formal speeches of 3-5 minutes on personal, social, cultural, vocational, and/or abridged academic topics that offer comprehensible topics and main ideas.	Ibrahim Aboud	All students performed well in discussions presentation and passed.	No students were dropped by instructor after census.	No changes
		SLO #2	Implement newly – learned vocabulary and refine clarification strategies to promote fluency when participating in extended conversations, speeches, and class discussions on social, cultural, vocational, and abridged academic topics.	Ibrahim Aboud	All students successfully turned in the work and exercises.	No students were dropped by instructor after census.	None
		SLO #3	Build confidence and demonstrate continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.	Ibrahim Aboud	Students successfully participated in discussion on culture and delivered an oral presentation on their own cultures.	No students were dropped by instructor after census.	None
	ESL 124	SLO #1	Compose short essays with assertive thesis statements, logical support, and conclusions using a variety of	Murphy, J.	This class is taught concurrently with ESL 134. At the conclusion of this class, three students were registered. 67% of students successfully completed this SLO. This is only part of the picture, however, because the student who did not master this SLO	100% of students retained	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ESL 124	SLO #1	rhetorical modes.	Murphy, J.	still made significant progress in essay development and understood the concept. Also, one of the students who met this SLO really struggled and met the SLO with final revisions, demonstrating significant challenges with grammar that interfered significantly with meaning, possible because of the summer break/forgetting previous instruction.	100% of students retained	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.
		SLO #2	Demonstrate familiarity with the norms of American academic writing, including communicative styles, argumentation and "proof," and formatting.	Jill Murphy	This class is taught concurrently with ESL 134. At the conclusion of this class, three students were registered. 67% of students successfully completed this SLO. This is only part of the picture, however, because the student who did not master this SLO still made significant progress in essay development and understood the concept. Also, one of the students who met this SLO really struggled and met the SLO with final revisions, demonstrating significant challenges with grammar that interfered significantly with meaning, possibly because of the summer break/forgetting previous instruction.	100% of students were retained	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.
		SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	Jill Murphy	This class is taught concurrently with ESL 134. At the conclusion of this class, three students were registered. 67% of students successfully completed this SLO. This is only part of the picture, however, because the student who did not master this SLO still made significant progress in essay development and understood the concept. Also, one of the students who met this SLO really struggled and met the SLO with final revisions, demonstrating significant challenges with grammar that interfered significantly with meaning, possibly because of the summer	100% of students were retained	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	Jill Murphy	break/forgetting previous instruction in grammar/mechanics.	100% of students were retained	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.
	ESL 134	SLO #1	Compose clearly unified essays with assertive thesis statements, connected support paragraphs, and logical conclusions to express beliefs using a variety of rhetorical strategies.	Jill Murphy	This class is taught concurrently with ESL 124. At the end of the class, there were four students registered. Of those four, 50% of students successfully met this SLO. Of those who did not meet this SLO, one struggled with developing ideas and grammar. The other reported struggling with developing his own ideas and American argumentation practices.	One student did not come the last week of class and did not take the Final Exam, so 75% of students were retained, though the one who did not finish the course indicated he would return to retake the class because he wanted to learn more.	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.
		SLO #2	Find, select, and practice integrating quotations and paraphrasing from sources into argumentative essays, and use correct citation styles in MLA or APA (as applicable).	Jill Murphy	This class is taught concurrently with ESL 134. At the end of the class, there were four students registered. Of those four, 50% of students successfully met this SLO. Of the two who did not, one did not take the Final Exam and the other struggled with the concept of distinguishing between own ideas and research.	One student did not come the last week of class and did not take the Final Exam, so 75% of students were retained, though the one who did not finish the course indicated he would return to retake the class because he wanted to learn more.	I need to change my approach, and they need more practice.
		SLO #3	Identify and correct their own grammatical and punctuation errors to make their writing more effective.	Jill Murphy	This class is taught concurrently with ESL 134. At the end of the class, there were four students registered. Of those four, 50% of students successfully met this SLO. Of the two who did not, one did not take the Final Exam.	One student did not come the last week of class and did not take the Final Exam, so 75% of students were retained, though the one who did not finish the course indicated he would return to retake the class because he wanted to learn more.	They need more practice.
	ESL 190	SLO #1	Distinguish between and produce basic statements, commands, and questions on	Daniel Marengo	At the end of the course, there were __ (11) __ students on the roster. Of those students, __ (11) __ completed the course, so __ 100 __ % of students completed the course. Of the students who completed the course,	No students were retained.	Students will continue to learn and keep engaged as I use various activities using objects related to the curriculum and SLO.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	ESL 190	SLO #1	everyday topics.	Daniel Marengo	_100___% successfully met all SLOs	No students were retained.	Students will continue to learn and keep engaged as I use various activities using objects related to the curriculum and SLO.
				Jill Murphy	This class is taught concurrently with ESL 192. At the end of the semester, there were 8 students on the roster. Of those students, 7 students completed the course (i.e. took the Final Exam). Of the students who completed the class, 86% of students successfully met this SLO. However, this is a partial picture, because one student was absent for the majority of the semester but successfully tested on the exam because he started at a higher level than classmates. The student who completed but did not meet the SLO has taken the class repeatedly but continues to struggle with the requirements of the class.	88% of students completed the class	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
		SLO #2	Engage in elementary conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary.	Daniel Marengo	Students had many opportunities to engage in conversational modes related to SLO.	No students were retained.	I will make sure to continue finding resources and many fun opportunities for students to engage in conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary
				Jill Murphy	This class is taught concurrently with ESL 192. At the end of the semester, there were 8 students on the roster. Of those students, 7 students completed the course (i.e. took the Final Exam). Of the students who completed the class, 86% of students successfully met this SLO. However, this is a partial picture, because one student was absent for the majority of the semester but successfully	88% of students completed the class	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Jill Murphy	tested on the exam because he started at a higher level than classmates. The student who completed but did not meet the SLO has taken the class repeatedly but continues to struggle with the requirements of the class.	88% of students completed the class	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
		SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	Daniel Marengo	None indicated	No students were retained	I will continue to find resources and engaging activities to make sure students have many opportunities to express understanding of events in time through use of simple and progressive tenses in past and present.
				Jill Murphy	This class is taught concurrently with ESL 192. At the end of the semester, there were 8 students on the roster. Of those students, 7 students completed the course (i.e. took the Final Exam). Of the students who completed the class, 86% of students successfully met this SLO. However, this is a partial picture, because one student was absent for the majority of the semester but successfully tested on the exam because he started at a higher level than classmates. The student who completed but did not meet the SLO has taken the class repeatedly but continues to struggle with the requirements of the class.	88% of students completed the class.	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
	ESL 192	SLO #1	Comprehend, analyze, and compose responses to short readings on familiar topics using complete simple sentences.	Daniel Marengo	At the end of the course, there were __ (3) __ students on the roster. Of those students, __ (3) __ completed the course, so __ 100 __ % of students completed the course. Of the students who completed the course, __ 100 __ % successfully met this SLO	All students reached all SLO	I will continue to use readings and familiar topics to make sure that all components of the assessments are aligned with the SLO.
				Murphy, J.	This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. Three	40% of the students originally registered completed the class. Two of the students moved out of the area in the first week but	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Murphy, J.	had dropped/been "instructor-dropped" by early October. Of the two students who completed the class, 2 students successfully met this SLO, so success was 100%.	did not drop until I dropped them. One student dropped because she required more challenging classes at a higher ESL level.	and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
		SLO #2	Implement newly – learned vocabulary and culturally specific communicative strategies when working in groups, asking questions, stating opinions, agreeing and disagreeing, turn – taking negotiating, and requesting clarification relating to common topics in everyday social and civic situations, whether in person or on the phone.	Daniel Marengo	None indicated	All students reached SLO	I will bring as many possible tangible objects to class and continue with group activities to make sure that students are engaged. Students will have many opportunities to express themselves in various contexts.
				Jill Murphy	This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. Three had dropped/been "instructor-dropped" by early October. Of the two students who completed the class, 2 students successfully met this SLO, so success was 100%.	40% of the students originally registered completed the class. Two of the students moved out of the area in the first week but did not drop until I dropped them. One student dropped because she required more challenging classes at a higher ESL level.	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
		SLO #3	Create statements and develop questions about logical sequences of everyday events or processes in the past and present and speculate on future events or processes, using	Daniel Marengo	None indicated	All students reached SLO	My goal is to continue to give as many life experiences to students related to SLO. I will use group activities, pictures, songs, videos, games, and real objects to ensure that students interact and learned a rich and engaging curriculum.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	appropriate verb tenses.	Daniel Marengo	None indicated	All students reached SLO	My goal is to continue to give as many life experiences to students related to SLO. I will use group activities, pictures, songs, videos, games, and real objects to ensure that students interact and learned a rich and engaging curriculum.
				Jill Murphy	This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. Three had dropped/been "instructor-dropped" by early October. Of the two students who completed the class, 2 students successfully met this SLO, so success was 100%.	40% of the students originally registered completed the class. Two of the students moved out of the area in the first week but did not drop until I dropped them. One student dropped because she required more challenging classes.	My approach using the dictionary more and the textbook less was significantly better, and I will eliminate the textbook and continue what I have done this semester. I ordered the workbook for students to practice at home but I need to continue to have more writing and more student-led discussions/requests.
	GEOL 1L	SLO #1	Students will be able to demonstrate, orally and in written form, an understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	Scott Bulkley	SLO #1 was 68% based upon the results of the Final Exam. There was a definite increase in student achievement with respect to this SLO over the previous semester that the course was taught (Fall 2012)	District Will Provide Data	Individual Questions where <50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students.
		SLO #2	Students will be able to demonstrate both content knowledge in science and test taking skills when completing essay and objective exams.	Scott Bulkley	SLO #2 was 68% based upon the results of the Final Exam. There was a minimal increase in student achievement with respect to this SLO over the previous semester that the course was taught (Fall 2012).	District will provide data.	Individual questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students.
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the	Scott Bulkley	SLO #3 was 85% based on one Research Project. These results were a significant increase from the previous semester that the course was taught (Fall 2012).	District will provide data	One-on-one class time will be provided between the instructor and the Research Project groups for consultation, assistance, and to help guide the students or answer any

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	Scott Bulkley	SLO #3 was 85% based on one Research Project. These results were a significant increase from the previous semester that the course was taught (Fall 2012).	District will provide data	questions. The Outline for the Research Project will now be due at the halfway point in the semester to increase preparedness.
	GEOL 4	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	Scott Bulkley	SLO #1 was 70% based upon the results of the Final Exam. This was a definite increase from the last time that the course was offered.	District Will Provide Data.	Questions that <50% students scored correct will be analyzed and changes made to improve those areas of instruction
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Scott Bulkley	SLO #2 was 70% based upon the results of the Final Exam. This was a definite increase from the last time that the course was offered.	District Will Provide Data.	Individual Questions where < 50% of students scored correct will be analyzed and changes made to improve those areas of instruction.
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or	Scott Bulkley	SLO #3 was 83% based on one Research Project. This was on par with the last time that the course was offered.	District Will Provide Data	One-on-one class time will be provided between the instructor and the research groups for consultation, assistance, and to help guide the students or answer any questions.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	scientific problems.	Scott Bulkley	SLO #3 was 83% based on one Research Project. This was on par with the last time that the course was offered.	District Will Provide Data	One-on-one class time will be provided between the instructor and the research groups for consultation, assistance, and to help guide the students or answer any questions.
HEAL 1	SLO #1	Demonstrate an understanding of the skills and abilities necessary to employ sound Health strategies which represent the six dimensions of Health; Social, Emotional, Environmental, Physical, Spiritual, and Intellectual.	Ellis Taylor Puryear	SLO 1 was based on a subjective survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract of areas for change. Average score was 100% for the wellness inventory and 95% for the change portion. The average grade for the change portion increased by 7% from last semester. There were 37 A's, 6 B's, 0 C's, 1 D's and 1 F's. The F was due to not submitting the work.	47 students were enrolled in the two classes. 45 finished the course. There were 0 no shows, 0 dropped the course and there were 2 instructor drops. There were 29 A's, 12 B's, 2 C's, 2 D's & 0 F's.	The majority of the class completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change. Despite the tougher grading of the contract for change we had an increase in grades this semester, students did quite well, averaging an A grade.	
					SLO 1 was based on a subjective survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract of areas for change. Average score was 15 for the wellness inventory (.8% improvement) and 14.5 for the change portion, a 4% increase over last semester (43/A, 0/B, 0/C, 0/D & 0/F). This increase was due to no students receiving a B, C, D or F, for the assignment. This skewed the data positively.	54 students were enrolled in the two classes. 44 finished the course. There were 2 no shows, 6 dropped the course and there were 2 instructor drops.	The majority of the class (43/43) completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change.
				Zhenying Jiang	33 students (87%) reached this goal, 5 students failed. (last semester only 70% reached this goal)		It seems at least 1/3 of students are not prepared for the college yet.
		SLO #2	Employ knowledge of good nutritional and weight management techniques.	Ellis Taylor Puryear	Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 94% and for the change paper 76%, a 5% decrease over the last session. Three students did not submit the	54 students were enrolled in the two classes. 44 finished the course. There were 2 no shows, 6 dropped the course and there were 2 instructor drops.	The majority of the class (29/43) completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change. I need to figure out how to get them to follow the rubric. Not sure

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	Employ knowledge of good nutritional and weight management techniques.	Ellis Taylor Puryear	assignment. There were 40/A, 1/B, 0/C, 0/D & 3/F for the analysis and 21/A, 6/B, 2/C, 1/D & 14/F for the change paper.	54 students were enrolled in the two classes. 44 finished the course. There were 2 no shows, 6 dropped the course and there were 2 instructor drops.	what to do. It is in the syllabus, on the main page of the class, in the instructor posting area and I send it as an attachment to a class announcement. This does fluctuate from session to session and overall most students do follow it.
					Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 98% and for the change paper 94%. Scores were improved by emphasizing the change paper rubric and the methods in which they downloaded their logs. Improvement by 10% on the analysis and 15% on the change paper, compare to spring 2014.	47 students were enrolled in the two classes. 45 finished the course. There were 0 no shows, 0 dropped the course and there were 2 instructor drops. There were 29 A's, 12 B's, 2 C's, 2 D's & 0 F's.	The detailed rubric was successful in illuminating the areas most students fall short, which is in the inclusion of the 6 necessary nutritional areas. Students understood the nature of the assignment and included more of the necessary information as a result of multiple reminders via attachments and instructions. No changes needed at this time but need to continue emphasizing the grade rubric and the six areas in lectures.
				Zhenying Jiang	13% failed 87% passed (last semester 30% failed)		It is a national problem since 68% of Americans are over weight
		SLO #3	Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.	Ellis Taylor Puryear	Not measured as an oral presentation but with a set of survey assignments and a discussion board. Average score for these surveys was 84% and for the discussion was 84%, both of which increased from the last session. Of active students who completed the assignment it was 100%/surveys and 97%/discussion. There were 37/A, 0/B, 0/C, 0/D and 7/Fs for the surveys and 35/A, 2/B, 0/C, 0/D, and 7/Fs for the discussion.	54 students were enrolled in the two classes. 44 finished the course. There were 2 no shows, 6 dropped the course and there were 2 instructor drops.	As stated last session, in future classes, I will continue to incentivize students to complete all work by tying the letter grades to a combination of percentage scores and completion of all (or most) assignments.
					SLO 3 was based on the quality of the paper and presentation. Average score for the paper and presentation was 91%, an increase of 11% over last semester. This was due in part , to all 45 students submitting the work. This included 32 A's, 9 B's, 0 C's, 0 D's & 4 F's. The F's were due to not submitting papers with the required length The added poster observation presentation with	47 students were enrolled in the two classes. 45 finished the course. There were 0 no shows, 0 dropped the course and there were 2 instructor drops. There were 29 A's, 12 B's, 2 C's, 2 D's & 0 F's.	This assessment continues to accomplish the intended goals of exhibiting knowledge of drugs and their effects . No changes are needed at this time.

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					a questionnaire to enhance understanding of their knowledge of the effects of drugs on personal health, continued to help improve the assignment. Average score for the poster observations was 93%, a 3% improvement over last semester.	47 students were enrolled in the two classes. 45 finished the course. There were 0 no shows, 0 dropped the course and there were 2 instructor drops. There were 29 A's, 12 B's, 2 C's, 2 D's & 0 F's.	This assessment continues to accomplish the intended goals of exhibiting knowledge of drugs and their effects . No changes are needed at this time.
				Zhenying Jiang	7% failed 93% passed (same as last semester)		It is a very decent score.
	HEAL 2	SLO #1	To learn the fundamental essentials and values of nutrition from a physiological and psychological perspective as it relates to the human body.	F. Yahia	Midterm-20/34 or 59% of students successfully completed the Midterm with a C or higher. 14/34 or 41% failed the exam. 100% of students took the exam in Fall 2014. Midterm- 33/47 or 70% of students successfully completed the Midterm with a C or higher. 7/47 or 15% took the exam but failed it and 7/47 or 15% failed to even take the exam in Spring 2014	I had 45 students actively enrolled after first census – 11 students were instructor drops due to lack of participation, thus I had 34 students who completed the course which equals 76% retention.	I will continue to post reminders about the Midterm due dates each term. In addition, I will post study terms/review terms for the Midterm.
		SLO #1 (Puryear)	Interpret the nutrition information and terminology found on food labels.	T. Puryear	Assignment/exercise had an average score of 93% (48/A, 12/B, 6/C, 0/D & 0/F) a 2% increase over last semester. This increase was due to all students receiving a C or higher for the assignment. Compared to 6 students receiving a D or F last semester, This skewed the data positively.	101 students were enrolled in the two classes. 66 finished the course. There were 7 no shows, 3 dropped the course. There were 25 instructor drops as a result of poor participation in submitting assignments and discussion posting. There were 36 A's, 20 B's, 6 C's, 4D's & 0 F's.	The assignment measured what it was supposed to and indicated a all (66/66) of the students did understand , how to read and interpret nutrition labels. As stated above not changes are needed at this time.
		SLO #2	To describe and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body.	F. Yahia	Discussion Board 2 on carbohydrates: 31/45 or 69% of students successfully completed with a C or higher. 31% of the students failed to submit the assignment and failed the assignment. Discussion Board 3 on fats: 26/34 or 76% of students successfully completed with a C or higher. 24% of the students failed to submit the assignment and failed the assignment.	I had 45 students actively enrolled after first census – 11 students were instructor drops due to lack of participation, thus I had 34 students who completed the course which equals 76% retention.	I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. I also need to do more outreach during the first two weeks of class to get students engaged and avoid unnecessary drops. Perhaps hosting a skype session where students get live interaction will also help, this way I can talk to them about the course expectations and answer any questions they may have. Another

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	To describe and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body.	F. Yahia	Discussion Board 4 on protein: 27/34 or 79% of students successfully completed with a C or higher. 21% of the students failed to submit the assignment and failed the assignment.	I had 45 students actively enrolled after first census – 11 students were instructor drops due to lack of participation, thus I had 34 students who completed the course which equals 76% retention.	option is video-ing a syllabus review and posting the link to the classroom.
		SLO #3 (Puryear)	Distinguish between the types of dietary fatty acids and lipids, complex and simple carbohydrates and complete and incomplete protein and how they affect our diet.	T. Puryear	Based on quizzes 2 and 3 average scores were 82% and 79% respectively. The change paper interpretations were also used. These were an increase of 3% and 6% respectively as compared to last semester. Quiz 2; A/26, B/17, C/14, D/4 & 5/F. Quiz 3; A/18, B/18, C/17, D/6, F/7.	101 students were enrolled in the two classes. 66 finished the course. There were 7 no shows, 3 dropped the course. There were 25 instructor drops as a result of poor participation in submitting assignments and discussion posting. There were 36 A's, 20 B's, 6 C's, 4D's & 0 F's.	I have provided a more in-depth lecture for each of these sections and believe it has helped overall low scores but the A scores dropped this semester. I will need to address these two chapters with more depth. It appears the protein/Amino Acid chapter was the most difficult (least comprehended) for the last two semesters. Still unsure at this time, what to do. I have contacted other instructors and am waiting for their reply on how they address these sections. Based on the essay results, it is clear they understand the importance of limiting fats and that protein/dairy products may be a major factor in increased saturated fats and the resulting long term health concerns. Even though no specific questions/topic appear to be a major problem, I have reviewed the questions missed and modified the lecture to emphasize this material.
		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	F. Yahia	18/34 or 53% of the students were successful with this assignment.	I had 45 students actively enrolled after first census – 11 students were instructor drops due to lack of participation, thus I had 34 students who completed the course which equals 76% retention.	The instructor will return to the original format of having students submit portions of the assignment on different due dates working towards the end date/submission goal on the final week of class.
				T. Puryear	Students analyzed their diet for 6 areas and made recommended	101 students were enrolled in the two classes. 66 finished the course. There were 7	Have continued to emphasize the rubric in communications and the class site as

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				T. Puryear	changes in an essay based on the analysis. Average score for students who completed the paper was 87% (A/47, B/4, C/5, D/2 & F/6), a 27% increase over last semester. This was primarily due to 15 students not submitting the paper last semester and only 2 students did not submit this semester.. Of those that completed it, 53/64 received a B or higher.	no shows, 3 dropped the course. There were 25 instructor drops as a result of poor participation in submitting assignments and discussion posting. There were 36 A's, 20 B's, 6 C's, 4D's & 0 F's.	it appears to have been successful. Have also implemented a change in what is needed in the assignment. The analysis and the change paper are required, to receive points for either. An all or none scoring value. This has given more incentive to complete the essay.
	HIST 1A	SLO #1 (Fall '14)	Tools and lenses of history and how to apply them to introductory survey of Western Civilization.	Catherine Feher	Each student presented a thesis and supporting documented research information about a topic/theme in early Western Civilization. They used Social Science or MLA style and each performed well. They received a research introduction through the instructor and style sheet through OWL.	Very high retention in this class.	Students enjoyed inclusion of visual materials. Multimedia instruction reinforces learning. Students often initially fearful of preparing research paper, but as instructor works with them, they relax and experience real accomplishment and deeper learning at course conclusion. Will continue including research paper along with essay examinations and visual teaching aids in this Western survey class. Enhances learning, critical reading, writing and thinking skills. However, older students commented that they enjoyed my lectures even more than relevant videos.
		SLO #2 (Fall '14)	Learn primary and secondary sources. Develop/enhance critical reading, writing and thinking skills.	Catherine Feher	Two hour exams, final essay exam and research paper. Most students improved with each exercise,	High level of retention.	Plan to expand pre-exam tutorials for students. Plan to spend more time introducing students to OWL, MLA and Social Science styles.
		SLO #3 (Fall '14)	Critical analysis during class discussion.	Catherine Feher	Student participation and discussion part of evaluation process.	High retention level	Expand class discussions.
	HIST 1B	SLO #1 (Tomasz)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events	T. Stanek	The overall discussion results were averaged at 71% for the class (n=24), based on only 16 students who participated on regular basis. Most of the posts reflected high proficiency level of historical analysis and critical	16 students remained in class out of original 50 plus enrolled. Most students dropped in a first week of class by not attempting to log in or do assigned work in week 1. Some remained sporadically involved every second or third week. Retention: 31%	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.

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	HIST 1B	SLO #1 (Tomasz)	in the past.	T. Stanek	thinking averaging weekly as high as 80%. Not all students discussed topics on regular demanded basis. This drove averages down.	16 students remained in class out of original 50 plus enrolled. Most students dropped in a first week of class by not attempting to log in or do assigned work in week 1. Some remained sporadically involved every second or third week. Retention: 31%	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.
		SLO #3 (Tomasz)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools and teaching strategies.	S. Tomasz	Class average (total of all quizzes) was 73%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 80%. Perhaps motivation, decision to drop, or just testing waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in these assessment and I presume that most did not have it at their disposal.	All but one remaining students participated in this assessment as it turned out to be the easiest: n=24 Retention 49% out of 50 original enrolled	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.
	HIST 2A	SLO #1 (Feher)	Learn tools and lenses of history and how to apply them to U.S. History	Catherine Feher	Each student presented a thesis and supporting documented research information addressing the American experiment in representative democracy. They used Social Science or MLA style and each performed well. They received a research introduction at the library and also through OWL.	Very high retention in this class.	Students enjoyed inclusion of visual materials. Multimedia instruction reinforces learning. Students often initially fearful of preparing research paper, but as instructor works with them, they rela and experience real accomplishment and deeper learning at course conclusion. Will continue including research paper along with essay examinations and visual teaching aids in this US history class. Enhances learning, critical reading, writing and thinking skills.
					Each student presented a thesis and supporting documented research information addressing the American experiment in representative democracy. They used Social Science or MLA style and each performed well. They received a research introduction at the library and also	Very high retention in this class.	Students enjoyed inclusion of visual materials. Multimedia instruction reinforces learning. Students often initially fearful of preparing research paper, but as instructor works with them, they relax and experience real accomplishment and deeper learning at course conclusion. Will continue

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					through OWL.	Very high retention in this class.	including research paper along with essay examinations and visual teaching aids in this US history class. Enhances learning, critical reading, writing and thinking skills. Many students do well with combination visual, reading, discussion and research writing assignments.
		SLO #1 (Lembcke)	Development of critical thinking through case analyses in a historical context.	John Lembcke	39 out of 39 registered students received grades. Six received an F because they completed none or an insufficient number of the requirements to be awarded a passing grade. Therefore this assessment is based on 33 out of the original number. Four discussions were assigned: (1) Colonial Period/American Revolution (2) Confederation/Constitution (3) Federal Republic/Pre-Civil War (4) Civil War/Reconstruction. 28 out of 33 completed enough written work and discussion participation to rank in the 70% or higher range, indicating a comprehension of critical thinking based on application and response. The implementation of Power Point during the course proved to be a considerable factor in the improvement of student attention and application.		The action plan will be to select assignments in the first two weeks that will be within a range of the students' knowledge that will be history rated - i.e. current events on television and in print - that can be evaluated to identify students who may need additional help. An example would be incidents in the beginning segment of History 2A - the period of Exploration & Discovery - that relate to the tension involving Americans in today's world i.e. the recent racial issues with the police.
		SLO #1 (Stanek)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	S. Tomasz	The overall discussion results were averaged at 71% for the class (n=30). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 80%. Not all students discussed topics on regular demanded basis. This drove averages down.	30 students remained in class out of original 50 plus enrolled. Most students dropped in a first week of class by not attempting to log in or do assigned work in week 1. Some remained sporadically involved every second or third week. Retention: 60%	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.
		SLO #1 (Vasconcellos)	Analysis of primary and secondary sources	R. Vasconcellos	Students attained significant understanding of difference between secondary and primary source data relevant to historical analysis.	80%	Will continue testing objective.
		SLO #1	An understanding	L. Waszak	Good test results and student	As stated above—a good result	Bring more interactive discussion into

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		(Waszak)	of the importance of America, its ideals, visions and the significance of its founding.	L. Waszak	research assignments enhanced understanding of the above SLO	As stated above—a good result	the mix
		SLO #2 (Feher)	Learn primary and secondary sources. Develop/enhance critical reading, writing and thinking skills.	Catherine Feher	Two hour exams, final essay exam and research paper. Most students improved with each exercise,	High level of retention.	Plan to expand pre-exam tutorials for students.
					Two hour exams, final essay exam and research paper. Most students improved with each exercise,	High level of retention.	Plan to expand pre-exam tutorials for students. Each receives study guide, now will present guide in hands-on discussion with students answering questions and instructor guided format discussion.
		SLO #2 (Lembcke)	Identification of primary vs. secondary sources	John Lembcke	The project selected was a discussion and presentation based on sources, Power Point, and films of New Deal Era (1933-1941). The purpose was to determine how much of the New Deal program continues to be in force today. It was found that only one program - Social Security - is still actively in existence and effective today. Archival materials, AV, and Power Point brought out the strengths and weaknesses on the New Deal and enabled conclusions to be drawn.		Power Point will be emphasized more in adding student participation to the Action Plan. The schedule for this course will be revised to increase discussions, especially where full semester class are offered.
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	S. Tomasz	Most students did well averaging 75% or higher individually. Class average stood at 60% (n=30). The average was driven down by 7 students who did not turn the paper in and earned '0' for the assignment. Most papers failed in properly identifying the research question or hypothesis that could clearly drive a well-researched project. Instead, some of the work reflected a mere summary and not the discussion I	Out of 30 students enrolled and participating 23 submitted the paper. Retention: 48% out of original 50 plus enrolled.	Rubric for the term paper was provided along with required elements of MLA formatting, sample essay, and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance.

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		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	S. Tomasz	was hoping for. In-text citing and referencing was also poorly done. Papers were not submitted through originality report.	Out of 30 students enrolled and participating 23 submitted the paper. Retention: 48% out of original 50 plus enrolled.	Rubric for the term paper was provided along with required elements of MLA formatting, sample essay, and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance.
		SLO #2 (Vasconcellos)	Understand and apply critical thinking	R. Vasconcellos	More than 80% showed proficiency in this area	80%	Will continue measuring SLO during subsequent semester
		SLO #2 (Waszak)	Students will gain awareness of challenges faced by our country during its infancy and how such "debates" still confront us today.	L. Waszak	Good interactivity	Seems successful	I would do more of the same, but better
		SLO #3 (Feher)	Critical analysis during class discussion	Catherine Feher	Student participation and discussion part of evaluation process.	High retention level	Expand class discussions.
					Student participation and discussion part of evaluation process. High student enthusiasm.	High retention level	Expand class discussions. Include map identification and directed student study guide discussions in pre-exam tutorials.
		SLO #3 (Lembcke)	Effective note-taking strategies	John Lembcke	See SLOs 1 and 2 for break-out of the class by number participating and performance data obtained. Note-taking strategies were stressed from the beginning. A smaller class size and reduction of requirement provided more successful results. The students who received A and B level grades consistently took notes whether hand-written or using electronic devices. They were able to present superior analysis, retention, and interpretation in their written assignments and the final examination; 17 out of 17 scored 85% or higher. Their efforts also were		Prepare a more detailed handout illustrating note-taking and specific analytical, memorization and interpretative skills expected.

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		SLO #3 (Lembcke)	Effective note-taking strategies	John Lembcke	demonstrated in the more effective class discussions.		Prepare a more detailed handout illustrating note-taking and specific analytical, memorization and interpretative skills expected.
		SLO #3 (Stanek)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.	S. Tomasz	Class average (total of all quizzes) was 83%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 80%. Perhaps motivation, decision to drop, or just testing waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in these assessment and I presume that most did not have it at their disposal.	All but one remaining students participated in this assessment as it turned out to be the easiest: n=30 retention 60% out of 50 original enrolled	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.
		SLO #3 (Vasconcellos)	Note taking proficiency	R. Vasconcellos	Students were asked to submit assignments	80%	Will continue measuring SLO next semester.
		SLO #3 (Waszak)	The contributions made by economic growth toward our standard of living, and how competing philosophies concerned the use of societies resources sometimes led to political and social divisions.	L. Waszak	This showed better results than previous uses	Good result, better scores overall	Keep the focus on open discussion in this and other classes
	HIST 2B	SLO #1	Students will demonstrate an understanding of the difference between primary and secondary	R. Vasconcellos	Comprehension of historical data and the distinction between types of sources clearly noted. Majority of students (94.5%) were in this category.	67.8%	Will continue testing objective.

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	HIST 2B	SLO #1	sources and their uses in historical research.	R. Vasconcellos	Comprehension of historical data and the distinction between types of sources clearly noted. Majority of students (94.5%) were in this category.	67.8%	Will continue testing objective.
					Students displayed a comprehensive understanding in the various types of primary and secondary sources employed in the discipline	66%	Will continue testing objective.
		SLO #1 (1)	Critical thinking through written analysis	John Lembcke	22 out of 22 registered students received grades. One student received an F because he completed none of the requirements. Therefore this assessment is based on 21 out of the original 22. Two class discussions were assigned: (1) Post-Civil War/Post-Reconstruction (2) Progressivism/Great Depression. 18 out of 21 completed enough written assignments and discussion participation to rank in the 70% or higher range, indicating a comprehension of critical thinking based on application and response. Power Point was of significant assistance in improving student response once applied.		Action Plan implementation will be the same as presented for SLO 1.
		SLO #1 (Rittman)	Analyzing the motivations, personalities, achievements and failures of major historical personages since the end of the Civil War.	P. Rittman	The 25 students who took the exam got an average of 77% of a series of 5 consecutive questions on the final exam dealing with the motivations, personalities, achievements, and failures of major historical personages since the end of the Civil War.	Of the 42 students in the class after the census, 36 remained in the class, and 26 took the final (a 62% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
		SLO #2	Students will demonstrate critical thinking ability through analyzing historiographic scholarship.	R. Vasconcellos	Discussions	66%	Will continue measuring SLO during subsequent semester
					Discussions	67.8%	Will continue measuring SLO during

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					Discussions	67.8%	subsequent semester
		SLO #2 (Lembcke)	Identification of primary vs. secondary sources	John Lembcke	The project selected was a discussion and presentation based on sources, Power Point, and films of the New Deal Era (1933-1941). The purpose was to determine how much of the New Deal program continues to be in force today. It was found that only one program - Social Security - is still actively in existence and effective today. Archival materials, AV, and Power Point brought out the strengths and weaknesses on the New Deal and enabled conclusions to be drawn.		Power Point will be emphasized more in adding student participation to the Action Plan. The schedule for this course will be revised to increase discussions, especially where full semester class are offered.
		SLO #2 (Rittman)	Review and discuss important historical problems and decide on possible solutions and alternatives since the end of the Civil War.	P. Rittman	The 25 students who took the exam on average, got 83% of a series of 6 consecutive questions on the final exam, dealing with important historical problems since the end of the Civil War.	Of the 42 students in the class after the census, 36 remained in the class, and 26 took the final (a 62% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
		SLO #3	Students will exhibit proper note taking and comprehension abilities for successful completion of history course.	R. Vasconcellos	Students were asked to submit assignments	66%	Will continue measuring SLO next semester.
					Students were asked to submit assignments for purposes of depth and comprehension of subject matter. Over half evidenced proficiency in accordance with rubric.	66%	Will continue measuring SLO next semester.
		SLO #3 (Lembcke)	Effective note-taking strategies	John Lembcke	See SLOs 1 and 2 for break-out of the class by number participating and performance data obtained. Note-taking strategies were stressed from the beginning. A smaller class size and reduction of requirement provided more successful results. The		Prepare a more detailed handout illustrating note-taking and specific analytical, memorization, and interpretative skills expected. Increased observation and evaluation will be necessary.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (Lembcke)	Effective note-taking strategies	John Lembcke	students who received A and B level grades consistently took notes whether hand-written or using electronic devices. They were able to present superior analysis, retention, and interpretation in their written assignments and the final examination; 8 out of 18 scored 85% or higher. Their efforts also were demonstrated in the more effective class discussion. Power Point use showed considerable impact.		Prepare a more detailed handout illustrating note-taking and specific analytical, memorization, and interpretative skills expected. Increased observation and evaluation will be necessary.
		SLO #3 (Rittman)	Evaluate the lessons of history since the end of the Civil War and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue.	P. Rittman	The 25 students who took the exam got a series of 5 consecutive questions on the final exam, correct an average of 79% of the time.	Of the 42 students in the class after the census, 36 remained in the class, and 26 took the final (a 62% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
	HIST 8B	SLO #1	Analyze the motivations, personalities, achievements and failures of major historical personages from the 14th Century to the present.	P. Rittman	The 19 students who took the exam got an average of 73% of a series of 5 questions on the final exam dealing with the motivations, personalities, achievements, and failures of major historical personages from the 14th Century to the present (questions on Ronald Reagan, Harry Truman, Nathuram Godse, and Santa Anna).	Of the 36 students in the class after the census, 26 remained in the class, and 19 took the final (a 53% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
		SLO #2	Review and discuss important historical problems and decide on possible solutions and alternatives from	P. Rittman	The 19 students who took the exam on average, got 83% of a series of 5 questions on the final exam, dealing with important historical problem: British debts after the Seven Years War; the Soviet invasion of Afghanistan, the Palestinian partition	Of the 36 students in the class after the census, 26 remained in the class, and 19 took the final (a 53% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	the 14th Century to the present.	P. Rittman	plan in 1947, and the Chinese revolts against the Manchurian dynasty ruling China in the 1800s.	Of the 36 students in the class after the census, 26 remained in the class, and 19 took the final (a 53% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
		SLO #3	Evaluate the lessons of history from the 14th Century to the present and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue.	P. Rittman	The 19 students who took the exam got a series of 5 consecutive questions on the final exam (on the taxation of American colonists, Manchu rule in China, USSR dependence on high oil prices, the Connecticut Compromise at the Constitutional Convention, and German unemployment tied to the rise in votes for the Nazi party), correct an average of 79% of the time.	Of the 36 students in the class after the census, 26 remained in the class, and 19 took the final (a 53% retention rate).	Since the student achievement on this SLO is above the target of 70%, no remedial action is needed.
HUMA 1	SLO #1	Explain the impact of the arts on society and self.	Jamie Love	22 Actual Enrolment 22 Final Enrolment 19 (86.3 %) Passed with 70% or Better [70%-79% (7); 80%-89% (5); 90%-100% (7)]; Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.	
	SLO #2	Identify the unique characteristics of a specific form of art studies in class.	Jamie Love	22 Actual Enrolment 22 Final Enrolment 19 (86.3 %) Passed with 70% or Better [70%-79% (7); 80%-89% (5); 90%-100% (7)]; Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.	
	SLO #3	Compare and contrast art forms being studied in class and the relevant historical or cultural	Jamie Love	22 Actual Enrolment 22 Final Enrolment 19 (86.3 %) Passed with 70% or Better [70%-79% (7); 80%-89% (5); 90%-100% (7)]; Pass rate attributed to high student	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.	

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	influences.	Jamie Love	participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.
	HUMA 4	SLO #1 (Waszak)	An understanding of the importance of the cinematic arts to modern society	L. Waszak	Good research results from student generated material	Students would respond positively with appropriate questions and answers	Continue with the same, but offer more choices of topics
		SLO #2 (Waszak)	The significance of early film-making (including the silents), its evolution, and how these examples shaped the techniques and practices of today.	L. Waszak	Good measure of student knowledge in more detailed manner	Students responded well to the material studied	Continue the same
		SLO #3 (Waszak)	An awareness of film composition, editing and production (and distribution) practices throughout the years.	L. Waszak	Good use of analysis	Students were able to gain a deeper appreciation of the basic elements of film making	Continue but with an expanded approach to SLO # 3
	HUMA 5	SLO #1	Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.	Jamie Love	13 Actual Enrolment 13 Final Enrolment 10 (76.9 %) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (6)]; Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.
		SLO #2	Creative, Critical, and Analytical Thinking - Identify and analyze the	Jamie Love	13 Actual Enrolment 13 Final Enrolment 10 (76.9 %) Passed with 70% or Better [70%-79% (2); 80%-89% (2);	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities	The data indicates that the current material and teaching techniques are working well.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	primary similarities germane to myths across various world cultures as well as the most significant differences.	Jamie Love	90%-100% (6); Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.
		SLO #3 (Love)	Discipline/Subject Area Specific Content Material OUTCOME: Demonstrate knowledge of the primary ideas, structures, and theories associated with analyzing myths.	Jamie Love	13 Actual Enrolment 13 Final Enrolment 10 (76.9 %) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (6)]; Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.
		SLO #4 (Love)	Communication (personal expression and information acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.	Jamie Love	13 Actual Enrolment 13 Final Enrolment 10 (76.9 %) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (6)]; Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.	0 (0%) Drop Drop rate is attributed to students being given opportunity to make up missing assignments participate in learning activities and encouragement of active learning.	The data indicates that the current material and teaching techniques are working well.
	MATH 101	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on whole numbers,	Duque, R.	Exam 1 -Of the 22 students - 20 or 91% were successful with a "C" or higher, 2 or 9% of the students didn't successfully pass this assessment.	Retention - 25 students were enrolled in this course - 3 students were dropped after the first census	Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MATH 101	SLO #1	fractions, decimals, and signed numbers, one-step equations in a single variable, and application problems including the above.	Duque, R.	Exam 1 -Of the 22 students - 20 or 91% were successful with a "C" or higher, 2 or 9% of the students didn't successfully pass this assessment.	Retention - 25 students were enrolled in this course - 3 students were dropped after the first census	continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial.
				S. VanDenBerg	35 students took the final exam. Of those, 30 achieved a grade of C or better [85.7%]	45 students started the class and 35 received a grade for the course [83.3%]	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.
		SLO #1 (Vartanian)	Add, subtract, multiply, & divide whole numbers, fractions, mixed numbers, and decimals	S. Vartanian	Above Average: 100 % / Average: 0 % / Below Average: 0 %	0%	
					Above Average: 84% /Average: 16% / Below Average 1%	0%	
		SLO #1 (Weis)	Add, subtract, multiply and divide whole numbers. This objective is under Test 1.	A. Weis	Of the 25 out of 28 students completed the test. 22 out of 25 students attempted this objective successfully completed the assignments with a score of "C" 70% and better. 3 students did not attempt the test. The success rate for this course is 88%		In class assignments
		SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations	Duque, R.	Exam 3 - Of the 22 students - 20 or 91% were successful with a "C" or higher, 2 or 9% of the students didn't successfully pass this assessment.	25 students were enrolled in this course - 3 student were dropped after the first census	Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	based on objectives that may include; fractions, decimals and percents, tables and graphs, perimeter, area, and volume.	Duque, R.	Exam 3 - Of the 22 students - 20 or 91% were successful with a "C" or higher, 2 or 9% of the students didn't successfully pass this assessment.	25 students were enrolled in this course - 3 student were dropped after the first census	several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial.
				S. VanDenBerg	31 students took exam 3. Of these, 23 earned a grade of C or higher [74.2].	45 students started the class and 35 received a grade for the course [83.3%]	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.
		SLO #2 (Vartanian)	Solve percent, ratio, proportion and application problems	S. Vartanian	Above Average: 68% / Average: 16% / Below Average: 16%	0%	
		SLO #2 (Weis)	Add, subtract, multiply and divide fraction. This objective belonged to Test 2.	A. Weis	Above Average: 100% / Average: 0% / Below Average: 0% 27 out of 28 students completed the test. 24 out of 27 students successfully completed the assignments with a score of "C" 70% and better. One student did not attempt the objective. With all the tools came with this objective, it showed the students mastered the objective. The success rate for this course is 89%.	0%	See SLO #1 Result
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives	Duque, R.	Exam 4 - Of the 22 students - 17 students completed the assessment, 5 students did not complete the assessment, 15 or 88% students were successful with a "C" or higher, 2 or 12% of the students did not pass the assessment.	25 students were enrolled in this course - 3 students were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	that may include; four function calculator.	Duque, R.	Exam 4 - Of the 22 students - 17 students completed the assessment, 5 students did not complete the assessment, 15 or 88% students were successful with a "C" or higher, 2 or 12% of the students did not pass the assessment.	25 students were enrolled in this course - 3 students were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology.
				S. VanDenBerg	33 students took exam 3. Of these, 27 earned a grade of C or higher [81.8%].	45 students started the class and 35 received a grade for the course [83.3%]	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.
		SLO #3 (Vartanian)	Demonstrate a fundamental understanding of prime factorization, rounding, estimating, sums, difference, products, and quotients	S. Vartanian	Above Average: 50% / Average: 34 % / Below Average: 16%	0%	
					Above Average: 75 % / Average: 25 % / Below Average: 0 %	0%	
		SLO #3 (Weis)	Solve problems involving percentages and use and interpret various graphical representations of data. This objective is under Test 5.	A. Weis	21 out of 28 students completed the test. 15 out of 21 students successfully completed the assignments with a score of "C" 70% and better. 71% of the students successfully completed the assignments with a "C" 70% and better. 7 students did not attempt the test. The students performed average on this objective. It showed that the students were struggle with percentage.		See SLO #1 Results
	MATH 2	SLO #1 (Vartanian)	Students shall demonstrate the ability to organize	S. Vartanian	Above Average: 62%, Average: 33%, Below Average: 5%	9%	Students are Benefiting from the Discussion Board Activities/Continue using discussion board

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MATH 2	SLO #1 (Vartanian)	and analyze data graphically; understand and apply descriptive statistical measures to solve real world problems.	S. Vartanian	Above Average: 62%, Average: 33%, Below Average: 5%	9%	activities/Maximize Discussion Participation.
		SLO #2 (Vartanian)	Students shall demonstrate the ability to perform simple linear regression analysis for estimation, inference, and prediction.	S. Vartanian	Above Average: 60%, Average: 30%, Below Average: 10%	2%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.
		SLO #3 (Vartanian)	Students should demonstrate the ability to compute probabilities by modeling sample spaces and applying rules of permutations and combinations, additive and multiplicative laws and conditional probabilities.	S. Vartanian	Above Average: 47%, Average: 24%, Below Average: 29%	23%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.
	MATH 3	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on real and complex numbers, multi-step equations and inequalities in one and two variables, theory	Rodolfo Duque	Exam 1 – Of the 19 students – 15 or 79% were successful with a “C” or higher, 4 or 21% of the students didn’t not successfully pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census.	Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MATH 3	SLO #1	of polynomials, sequences and series, binomial theorem, and advanced application problems including the above.	Rodolfo Duque	Exam 1 – Of the 19 students – 15 or 79% were successful with a “C” or higher, 4 or 21% of the students didn’t not successfully pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census.	Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems.
				S. VanDenBerg	49 students took the final exam. Of those, 47 achieved a grade of C or better [95.9%].	50 students started the class and 49 received a grade for the course [98.0%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
		SLO #1 (Weis)	Perform operations with rational functions including asymptotes and graphing. This objective is under Test 3.	A. Weis	Of the 28 out of 28 students completed the test. 20 out of 28 students successfully completed the assignments with a score of “C” 75% and better. Of those who completed the course, it was evident that students who utilizing their textbook, lecture notes, participated in the weekly discussion on Moodles and lecture videos are doing well for the online class. Class average is 77% and the class median is 83%.		New Discussion topics on Moodle.
		SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations	Rodolfo Duque	Exam 2 - Of the 19 students –17 or 89% were successful with a “C” or higher, 2 or 11% of the students didn’t not pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census	Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	based on the objectives that may include; polynomial, exponential, and logarithmic functions and sequences and series, and their associated tables and graphs.	Rodolfo Duque	Exam 2 - Of the 19 students –17 or 89% were successful with a “C” or higher, 2 or 11% of the students didn’t not pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census	students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial.
				S. VanDenBerg	42 students took exam 4. Of these, 22 achieved a grade of C or higher [52.4%]. This was important because I used a different method of reviewing for this exam. The only good thing about such was that people seemed to work harder to prepare for the final exam.	50 students started the class and 49 received a grade for the course [98.0%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
		SLO #2 (Weis)	Perform operations with matrices including finding determinants and inverses. This objective belonged to Test 6.	A. Weis	28 out of 28 students completed the test. 23 out of 28 students successfully completed the assignments with a score of “C” 75% and better. With all the tools came with this objective, it showed the students mastered the objective. Class average is 82% and the class median is 83%.		See SLO # 1 Result
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function	Rodolfo Duque	Final Exam - Of the 19 students – 17 or 89% were successful with a “C” or higher, 2 or 11% of the students didn’t not successfully pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	calculator, scientific calculator, graphing calculator, CAS, other.	Rodolfo Duque	Final Exam - Of the 19 students – 17 or 89% were successful with a “C” or higher, 2 or 11% of the students didn’t not successfully pass this assessment.	Retention – 19 students were enrolled in this course – 3 student were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3.
				S. VanDenBerg	46 students took Exam 3. Of these, 40 achieved a grade of C or higher [87.0%].	50 students started the class and 49 received a grade for the course [98.0%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
		SLO #3 (Weis)	Solve systems of equations in two and three variables by various methods including nonlinear systems and partial fractions. This objective is under Test 5.	A. Weis	28 out of 28 students completed the test. 89% of the students successfully completed the assignments with a “C” 75% and better. The students performed extremely well in this objective. No changed need to be made next semester. Class average is 86% and the class median is 91%.		See SLO # 1 Results
	MATH 4A	SLO #1	Problem solving: The student will demonstrate the ability to solve level appropriate problems that may include: techniques of integration, applications of the integral, sequences and series, conic	Philip Nelson	Ten students were enrolled in the course. An average of 60% (A “C” on my grading scale) was obtained.	100%	The data indicates that for the students are understanding SLO 2 at a low “C: level....HW counts as two test grades(200 pts). Two student, in particular, did not complete any of the 36 HW assignments that were assigned. Even though I indicated to these student the importance of HW, they did not complete the assignments... I consider these students to be “outliers”

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	MATH 4A	SLO #1	sections, polar coordinates, vectors, and the geometry of space	Philip Nelson	Ten students were enrolled in the course. An average of 60% (A "C" on my grading scale) was obtained.	100%	The data indicates that for the students are understanding SLO 2 at a low "C: level....HW counts as two test grades(200 pts). Two student, in particular, did not complete any of the 36 HW assignments that were assigned. Even though I indicated to these student the importance of HW, they did not complete the assignments... I consider these students to be "outliers"
		SLO #2	Representations/C connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	Philip Nelson	A 69 % average were obtained for this SLO.	100%	No changes except the importance of the completion of HW assignments
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	Philip Nelson	All students fully participated in these very important activities; a 60 % average was obtained indicating a low "C" on my grading scale	100%	No major changes will be made except in class problems were given for the students to be worked on versus my doing the problem on the white board.
	MATH 50	SLO #1	Problem Solving: Student will demonstrate the ability to solve level appropriate problems that may include; operations on signed numbers, several step equations and inequalities in a	J. Rubio	9/15 score at/above 70%. The student worked well together during lectures to prepare for the quizzes. Students' scores would have been higher if more students did homework consistently. The test average was 82/100 which reflects that the 9 students that did very well and the other scores were in the 60's range.	16/20. Some students were transferred and two felt that they were not ready for the rigor.	Next time I teach the class, I want to use more structured word problems that will require prepared work sheets before lectures. The Power points are good but there are also good problems in the sections that should be covered too. I also want to have skills tests to help students gain confidence

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MATH 50	SLO #1	single variable, operations on polynomials (emphasis on factoring), integral exponents, and elementary application problems including the above.	J. Rubio	9/15 score at/above 70%. The student worked well together during lectures to prepare for the quizzes. Students' scores would have been higher if more students did homework consistently. The test average was 82/100 which reflects that the 9 students that did very well and the other scores were in the 60's range.	16/20. Some students were transferred and two felt that they were not ready for the rigor.	Next time I teach the class, I want to use more structured word problems that will require prepared work sheets before lectures. The Power points are good but there are also good problems in the sections that should be covered too. I also want to have skills tests to help students gain confidence
				J. Wilson	Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 76.3% of the time.	Of the 20 students registered for the class at census, 16 completed the final exam.	In the future, I plan on collecting assigned homework in class and reworking the discussion post protocol. In the hybrid environment, I found that many students were not working the required hours at home that were needed for student success.
				R. Duque	Of the 20 students-17 or 85% were successful with a "C" or higher, 3 or 15% of the students didn't successfully pass this assessment.	23 students were enrolled in this course-3 students were dropped after the first census.	Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate student learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial.
					Of the 35 students - 30 or 86% were successful with a "C" or higher, 5 or 14% of the students didn't successfully pass this assessment.	38 students were enrolled in this course - 3 students were dropped after the first census.	Monitoring students work, using summative and cumulative assessments are some fo the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					Of the 35 students - 30 or 86% were successful with a "C" or higher, 5 or 14% of the students didn't successfully pass this assessment.	38 students were enrolled in this course - 3 students were dropped after the first census.	continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussion where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial.
				S. VanDenBerg	20133: 34 students took the final exam. Of these, 30 achieved a grade of C or better [88.2%]. 20513: 36 students took the final exam. Of these, 30 achieved a grade of C or better [83.3%]. Combined: 70 students took the final exam. Of these, 60 achieved a grade of C or better [85.7%].	20133: 38 students started the class and 34 earned a grade for the course [89.5%]. 20513: 43 students started the class and 36 earned a grade for the course [83.7%]. Combined: 81 students started the class and 70 earned a grade for the course [86.4%].	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.
		SLO #1 (Vartanian)	Solve applied problems by defining variables, writing equations, solving equations, finding solutions and interpreting the results.	S. Vartanian	Above Average: 89%; Average: 0%; Below Average: 11%	1%	Encourage class attendance.
		SLO #1 (Weis)	Add, subtract, multiply and divide signed numbers. This objective is under Test 1.	A. Weis	Of the 30 out of 34 students completed the test. 25 out of 30 students attempted this objective successfully completed the assignments with a score of "C" 75% and better. 4 students did not attempt the test. Of those who completed the course, it was evident that students who utilizing their textbook, lecture notes, participated in the weekly discussion on Moodles and lecture videos are doing well for the online class. Class average is 72% and the class median is 84%.		New Discussion topics on Moodle.
		SLO #2	Representations/C	J. Rubio	15/16 on the midterm but only 9/16	16/20. Some students were transferred and	I would like to create handouts that

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations that may include; fractions, decimals and percents, linear equations and associated tables and graphs.	J. Rubio	on the final scored at/above 70%. I think the difference was because the final was comprehensive and the students did not prepare for the final properly.	two felt that they were not ready for the rigor.	have more difficult problems worked out except with different parts of the solution left out for the students to fill out. This could help train the students' solving techniques.
				J. Wilson	Data was collected from 3 appropriate problems from the final exam. The problems that were selected for SLO #2 demonstrated comprehension of the concept 68.2% of the time.	Of the 20 students registered for the class at census, 16 completed the final exam.	A bigger priority will be placed on arithmetic of fractions and negative numbers at the start of the semester. Some students did not have the required knowledge when they entered the class. Also, I plan on spending more time in the graphing chapter.
				R. Duque	Of the 20 students - 17 students or 85% of the students completed this assignment and 3 students or 15% of the students failed to submit this assignment. Of the 17 students - 13 or 77% were successful with a "C" or higher, 4 or 23% of the students didn't follow the rubric.	23 students were enrolled in this course - 3 students were dropped after the 1st census.	Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial.
					Of the 35 students-29 or 83% were successful with a "C" or higher, 6 or	38 students were enrolled in this course - 3 students were dropped after the 1st census.	Students demonstrated improvement doing operation with fractions.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					17% of the students didn't successfully pass this assessment.	38 students were enrolled in this course - 3 students were dropped after the 1st census.	Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial.
				S. VanDenBerg	20133: 33 students took exam 4. Of these, 31 achieved a grade of C or better [93.9%]. 20513: 32 students took exam 4. Of these, 27 achieved a grade of C or better [84.4%]. Combined: 65 students took exam 4. Of these, 58 achieved a grade of C or better [89.2%].	20133: 38 students started the class and 34 earned a grade for the course [89.5%]. 20513: 43 students started the class and 36 earned a grade for the course [83.7%]. Combined: 81 students started the class and 70 earned a grade for the course [86.4%].	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.
		SLO #2 (Vartanian)	Use appropriate forms of linear equations to identify slope, intercepts and to graph lines. Find slope and find equations from given points and graphs of lines.	S. Vartanian	Above Average: 72%, Average: 14%, Below Average: 14%	3%	Encourage Class attendance.
		SLO #2 (Weis)	Solve linear equations and inequalities in one variable. This objective belonged to Test 2.	A. Weis	33 out of 34 students completed the test. 28 out of 33 students successfully completed the assignments with a score of "C" 75% and better. One student did not attempt the objective. With all the tools came with this objective, it showed the students mastered the objective. Class average is 77% and the class median is 83%.		See SLO Result #1

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts that may include; four function calculator, scientific calculator, other.	J. Rubio	11/16 demonstrated proficiency (above 70%) during classroom activities. The calculators did not improve	16/20. Some students were transferred and two felt that they were not ready for the rigor.	I do not want to use technology too much in this class like calculators for graphing because I want to build their skills.
				J. Wilson	Data was collected from 1 appropriate problem from the final exam. The problems that were selected for SLO #3 demonstrated comprehension of the concept 83.3% of the time.	Of the 20 students registered for the class at census, 16 completed the final exam.	The calculator problem on the final was fairly easy, and most students who made an error on the problem did so in the set-up, and not from using the calculator.
				R. Duque	Final Exam - of the 35 students - 29 or 83% were successful with a "C" or higher, 6 or 17% of the students didn't successfully pass this assessment.	38 students were enrolled in this course - 3 students were dropped after the 1st census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology.
					Of the 20 students - 17 of 85% were successful with a "C" or higher, 3 or 15% of the students didn't successfully pass this assessment.	23 students were enrolled in this course - 3 students were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology.
				S. VanDenBerg	20133: 36 students took exam 3. Of these, 30 earned a grade of C or higher [83.3%]. 20513: 34 students took exam 3. Of these, 25 earned a grade of C or	20133: 38 students started the class and 34 earned a grade for the course [89.5%]. 20513: 43 students started the class and 36 earned a grade for the course [83.7%]. Combined: 81 students started the class and	Teaching an "accelerated" Math 101-Math 50 sequence in one semester will be tested in fall 2015. Two of these are planned, each with a different mode of delivery.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				S. VanDenBerg	higher [73.5%]. Combined: 70 students took exam 3. Of these, 55 earned a grade of C or higher [78.6%].	70 earned a grade for the course [86.4%].	
		SLO #3 (Vartanian)	Factor and perform operations to combine and/or simplify polynomial expressions and solve equations including polynomial and rational equations.	S. Vartanian	Above Average: 100%; Average: 0%; Below Average: 0%	2%	Encourage class attendance.
		SLO #3 (Weis)	Solve systems of equations in two variables and simplify rational expressions. This objective is under Test 7.	A. Weis	29 out of 34 students completed the test. 86% of the students successfully completed the assignments with a "C" 70% and better. 5 students did not attempt the test. The students performed average on this objective. Class average is 67% and the class median is 76%.		See SLO #1 Result
	MATH 55	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on signed numbers, several step equations and inequalities in one and two variables, operations on polynomials and	J. Wilson	Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 68.6% of the time.	Of the 27 students registered for the class at census, 22 completed the final exam.	In the future, I plan on collecting assigned homework in class and reworking the discussion post protocol. In the hybrid environment, I found that many students were not working the required hours at home that were needed for student success.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MATH 55	SLO #1	rational expressions including solving, rational exponents, and intermediate application problems including the above.	J. Wilson	Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 68.6% of the time.	Of the 27 students registered for the class at census, 22 completed the final exam.	In the future, I plan on collecting assigned homework in class and reworking the discussion post protocol. In the hybrid environment, I found that many students were not working the required hours at home that were needed for student success.
				Kelly Giang	33/43 or approximately 77% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 10/43 or approximately 23% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 47 students enrolled in the class at the beginning of the term. 43 students completed the course and four students dropped the class with a "W". Therefore, my retention rate was approximately 91%.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.
				Rodolfo Duque	Exam 1 – Of the 29 students – 25 or 86% were successful with a "C" or higher, 4 or 14% of the students didn't not successfully pass this assessment.	Retention – 29 students were enrolled in this course – 0 student were dropped after the first census	Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems.
				S. VanDenBerg	42 students took the final exam. Of those, 33 achieved a grade of C or better [78.6%].	48 students started the class and 42 received a grade for the course [87.5%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
				Sam Pearsall	Pass = 21/31, No Pass = 10/31	31/39	Emphasize more problem solving questions on the HW for the Spring 2015 semester.
		SLO #2	Representations/C	J. Wilson	Data was collected from 3	Of the 27 students registered for the class at	In the future, I plan on skipping the

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; linear equations and inequalities, linear, quadratic, and rational functions, and their associated tables and graphs.	J. Wilson	appropriate problems from the final exam. The problems that were selected for SLO #2 demonstrated comprehension of the concept 80.0% of the time.	census, 22 completed the final exam.	chapters that were covered in Math 50, as to spend more time with Chapter 7. Students had trouble with the graphs of quadratic functions, and I only had one week to cover it.
				Kelly Giang	34/43 or approximately 79% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 9/43 or approximately 21% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 47 students enrolled in the class at the beginning of the term. 43 students completed the course and four students dropped the class with a "W". Therefore, my retention rate was approximately 91%.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.
				Rodolfo Duque	Exam 2 - Of the 29 students – 25 or 86% were successful with a "C" or higher, 4 or 14% of the students didn't not successfully pass this assessment.	Retention – 29 students were enrolled in this course – 0 student were dropped after the first census	Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Rodolfo Duque	Exam 2 - Of the 29 students – 25 or 86% were successful with a “C” or higher, 4 or 14% of the students didn’t not successfully pass this assessment.	Retention – 29 students were enrolled in this course – 0 student were dropped after the first census	fellow classmates and instructor is very beneficial.
				S. VanDenBerg	39 students took exam 4. Of those, 33 students achieved a grade of C or better [84.6%].	48 students started the class and 42 received a grade for the course [87.5%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
				Sam Pearsall	Pass = 22/31, No Pass = 9/31	31/39	No changes.
		SLO #2 (Vartanian)	Demonstrate algebraic skills in solving equations and solving Inequalities	S. Vartanian	Above Average: 59% / Average: 28 % / Below Average: 13%	3%	None
					Above Average: 69% / Average: 26 % / Below Average: 5%	16%	None
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator, scientific calculator, graphing calculator, other.	J. Wilson	Data was collected from 1 appropriate problem from the final exam. The problems that were selected for SLO #3 demonstrated comprehension of the concept 66.7% of the time.	Of the 27 students registered for the class at census, 22 completed the final exam.	Students had the choice to omit two problems from the final exam, and the calculator problem was fairly difficult and often omitted. Only six students attempted the problem and four of them were correct. By focusing more on Chapter 7 in the future, more students should be more comfortable with finding decimal approximations of roots of quadratic equations.
				Kelly Giang	34/43 or approximately 79% of the students completed the aggregation of these assignments with a “C” or	I had 47 students enrolled in the class at the beginning of the term. 43 students completed the course and four students	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Kelly Giang	higher demonstrating satisfactory completion of this SLO. 9/43 or approximately 21% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	dropped the class with a "W". Therefore, my retention rate was approximately 91%.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.
				Rodolfo Duque	Final Exam - Of the 29 students – 26 or 90% were successful with a "C" or higher, 3 or 10% of the students didn't not successfully pass this assessment.	Retention – 29 students were enrolled in this course – 0 student were dropped after the first census.	In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology.
				S. VanDenBerg	41 students took exam 3. Of those, 31 achieved a grade of C or better [75.6%].	48 students started the class and 42 received a grade for the course [87.5%].	I plan to be more stringent on students handing in homework on time. There are discussions with people from student success initiative and BSI programs in order to run workshops for students.
				Sam Pearsall	Pass = 23/31, No Pass = 8/31	31/39	No changes.
		SLO #3 (Vartanian)	Solve applied problems by defining variables, writing equations, finding solutions and interpreting the results	S. Vartanian	Above Average: 36% / Average: 28 % / Below Average: 36 %	28%	None
					Above Average: 50% / Average: 45 % / Below Average: 5%	10%	None
		SLO #3A	#3 SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal,	S. Vartanian	Above Average: 55% / Average: 20 % / Below Average: 25 %	3%	None

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		SLO #3A	community, or scientific problems.	S. Vartanian	Above Average: 55% / Average: 20% / Below Average: 25%	3%	None
					Above Average: 60% / Average: 30% / Below Average: 10%	0%	None
	MGMT 3	SLO #1 (Martin)	Demonstrate the skills necessary to apply human resource management and problem solving to a real world scenario.	Stephanie Martin	78% of the students successfully completed the objective with a C or higher. Four students received 0s and were reported for plagiarism.	32 students were enrolled in the course at the add/drop date. All completed the course.	I have modified my syllabus and welcome discussion board post to the students in all of my classes so that they clearly include my expectations regarding plagiarism and academic integrity.
		SLO #2 (Martin)	Demonstrate understanding of human resource management topics of a real-world discrimination case in a major company	Stephanie Martin	97% of the students successfully completed the objective with a C or higher.	32 students were enrolled in the course at the add/drop date. All completed the course.	This was a highly successful assignment, and it received positive response from the students. The assignment will not be changed next semester.
		SLO #3 (Martin)	Demonstrate mastery of the course content	Stephanie Martin	84% of the students completed the objective with a C or higher.	32 students were enrolled in the course at the add/drop date. All completed the course.	The data indicates that no changes are needed.
	MGMT 5	SLO #1	Evaluate the nature and purpose of management and describe various approaches to management, as well as their contributions and limitations.	Rokesha Green	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data collected, students were adequately prepared on the SLO #1 as 95%+ of students effectively passed required course assessments.	The MGMT 5 course retained 80% to 85% of its students.	Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated.
		SLO #2	Examine the five functions for all managers and the opportunities for application at the various levels of management.	Rokesha Green	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data	The MGMT 5 course retained 80% to 85% of its students.	Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	Examine the five functions for all managers and the opportunities for application at the various levels of management.	Roksha Green	collected, students were adequately prepared on the SLO #1 as 95%+ of students effectively passed required course assessments.	The MGMT 5 course retained 80% to 85% of its students.	Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated.
		SLO #3	Analyze decision making as a rational process and define the nature of leading and leadership in relationship to the human factors that affect managing.	Roksha Green	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data collected, students were adequately prepared on the SLO #1 as 95%+ of students effectively passed required course assessments.	The MGMT 5 course retained 80% to 85% of its students.	Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated.
MGMT 7	SLO #1	Analyze leadership values, attributes, skills and actions in the workplace environment.	Denise Pasley	25 out of 35 or 72% of the students who completed the course demonstrated understanding at 70% or better in this area. I found that the majority of the students in this class are enthusiastic about the concepts covered in this SLO by responding articulately to the midterm short answer responses. This is a slightly lower percentage of understanding from spring of 2013 (16%).	The rate of retention for this class is 25 out of 34 or 74%.	The above data indicates that more emphasis should be placed on this SLO next time I present it. I will make changes to lesson 1, 2 or 3 to ensure that the information is clear. I will also revise the midterm question that addresses this SLO for clarity. In addition, I will work on a study guide for the midterm.	
	SLO #2	Interpret the three phases of the Leader Development program through observations, assessment and coaching model improve/sustain leadership performance.	Denise Pasley	22 out of 25 or 88% of the students who completed the course demonstrated understanding at 70% or better in this area. 1 out of 25 or 4% of the students scored between 60-70%. The remaining 11% of the students scored below 60% because they did not respond to the final exam essay question.	The rate of retention for this class is 25 out of 34 or 74%.	The above data indicates that this material, although covered adequately for the majority of the students, needs revision to ensure student understanding. I will revise lessons 1 and 2 to reflect more contemporary information on the subject the next time I present the course.	
	SLO #3	Articulate and demonstrate understanding of the role of the OC	Denise Pasley	18 out of 25 or 72% of the students who completed the course demonstrated understanding at 70% or better in this area. The remaining	The rate of retention for this class is 25 out of 34 or 74%.	The above data indicates that the students have an understanding of the concepts in the SLO; however, I will revise and review the material in Lesson	

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	and their technical and professional duties.	Denise Pasley	28% of the students scored below 60% because they either submitted a partial response or did not respond at all to the final exam essay question.	The rate of retention for this class is 25 out of 34 or 74%.	9 before the final exam. In addition, this course is intense requiring a lot of reading. Therefore, I will work on a study guide for the final exam.
	MUSI 12A	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	R. Frazee	A - 58% B - 28% C - 14%	100% retention of students	A separate bass clef quiz will be given which will emphasize the identification of bass clef notes.
		SLO #3	Theory - Understand basic theory appropriate to level.	Lynn Frazee	A - 50% B - 50%	100% retention of students	Very successful and have peers helping each other.
		SLO #3A (Frazee)	To have guest musicians to enrich the class so students will be inspired above the regular requirements of class.	Lynn Frazee	All students were very attentive and interactive with the guest musician.	100% retention of students	Would like a student to perform if possible.
	MUSI 12B	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	Lynn Frazee	100% of the students were successful with a grade of "A"	After 1st census, 50% of the students completed the class. There were originally 2 students in the class. One student dropped out to take a job in San Bernardino. He had an "A" when he left.	Continue to do the same for the same successful results.
		SLO #3	Theory - Understand basic theory appropriate to level	Lynn Frazee	100% of the students were successful with a grade of "A"	See SLO #1; same information	Continue to do the same successful results
		SLO #4	To have guest musicians or student performance to enrich the class so students will be inspired above the regular requirements of class.	Lynn Frazee	All students were interested, attentive and interactive with the guest musician.	See SLO #1; same information	Would like a student to perform if possible.

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	MUSI 12C	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	Lynn Frazee	100% of the students were successful with a grade of "A"	100% of the students completed the class	Continue to do the same for the same successful results.
		SLO #3	Theory - Understand basic theory appropriate to level.	Lynn Frazee	100% of the students were successful with a grade of "A"	100% of the students complete the class	Continue to do the same for the same successful results.
		SLO #4	To have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of class.	Lynn Frazee	100% of the students were successful with a grade of "A"	100% of the students completed the class	More student or guest performance if possible.
	MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	A. Ross	Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. ? 29% received a score of 3 out of 4 ? 71% received a score of 2 out of 4	10 students were enrolled and 3 dropped or were dropped. This resulted in a retention rate of 70%. Or...70% of students enrolled completed the class.	Our vowels still need a lot of work." "Needs more work on pure vowels..." "Our vowels improved since mid-evaluation." "Sounds of vowels more precise.." The class will be taught twice a week instead of one, and for an entire unit. With more time, there will be an effort to emphasize expression, using comparison.
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	A. Ross	Evaluation forms of the rehearsal video and the performance video for comparison. A sampling of evaluation forms were kept. A rubric is on the first page and comments are on the second page. Student A Balance: rehearsal – 4 out of 5 Performance – 3 out of 5 Blend: rehearsal – 2 out of 5 Performance – 3 out of 5 Diction; rehearsal – 4 out of 5	10 students were enrolled and 3 dropped or were dropped. This resulted in a retention rate of 70%. Or...70% of students enrolled completed the class.	COMMENTS Concert Video: "More expression. We needed to look joyous and we didn't look it." "Better expressions on face." "Our faces looked dull. Need more happy faces." "We have learned expression/dynamics, which is better than mid-term. The songs have more feeling." "Needs more work on dynamics."

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	A. Ross	<p>Performance – 3 out of 5 Eyes on dir: rehearsal – 3 out of 5 Performance – 4 out of 5 Ph./Expr: rehearsal – 3 out of 5 Performance – 4 out of 5</p> <p>Student B Balance: rehearsal – 3 out of 5 Performance – 3 out of 5 Blend: rehearsal – 3 out of 5 Performance – 4 out of 5 Diction; rehearsal – 4 out of 5 Performance – 4 out of 5 Eyes on dir: rehearsal – 4 out of 5 Performance – 4 out of 5 Ph./Expr: rehearsal – 2 out of 5 Performance – 2 out of 5</p> <p>Student C Balance: rehearsal – 4 out of 5 Performance – 5 out of 5 Blend: rehearsal – 3 out of 5 Performance – 4 out of 5 Diction; rehearsal – 5 out of 5 Performance – 5 out of 5 Eyes on dir: rehearsal – 3 out of 5 Performance – 5 out of 5 Ph./Expr: rehearsal – 3 out of 5 Performance – 2 out of 5</p> <p>Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. It's noted that some of the scores for the performance are less than those of rehearsal scores. This is a good thing as it shows the student is being harder on the choir because they're noticing more.</p>	10 students were enrolled and 3 dropped or were dropped. This resulted in a retention rate of 70%. Or...70% of students enrolled completed the class.	<p>"Need to work on pep and joyful expression. Rehearsing in front of a mirror together might help." "Stage presence needs work. Only Lewis and Kristine seemed happy to be there." "Altos have improved in confidence and blend better as a group."</p> <p>The class will be taught twice a week instead of one, and for an entire unit. With more time, there will be an effort to emphasize expression, using comparison.</p>
		SLO #3	Through self-evaluation, demonstrate knowledge of the	A. Ross	Students wrote a short essay on the importance of exploration and performance of songs of different cultures and languages.	10 students were enrolled and 3 dropped or were dropped. This resulted in a retention rate of 70%. Or...70% of students enrolled completed the class.	<p>Comments: "...it expresses us to a background that music is built on." "...we learn about that culture to some</p>

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	diversity of musical styles of different historical and cultural origins.	A. Ross	<p>Students expressed the importance of diversity in music based on the fact that it allows for a well-rounded musical experience and promotes global awareness.</p> <p>It should be mentioned that the semester's musical repertoire didn't contain as much diversity in musical style or cultural origin as previous semesters.</p>	10 students were enrolled and 3 dropped or were dropped. This resulted in a retention rate of 70%. Or...70% of students enrolled completed the class.	<p>degree, because a culture uses music and artistic expression to communicate what is important to them; what stands out spiritually for them and what they want to express and teach to their people."</p> <p>"...you learn a new language. 'Kling, Glockchen Kling', when we learned it, it was so hard at first but I loved it. I appreciated learning it."</p> <p>"...This class made me appreciate music a bit more. I would only stick to one genre. Now I can sit down and enjoy a choir group on stage."</p> <p>"...It gives us an idea of how other culture might have similarities or differences."</p> <p>"...By learning new songs from different cultures, I have learned Latin, German, and from the past, French and Spanish."</p> <p>Students demonstrate that they get a great deal out of singing songs in different languages and of other cultures.</p> <p>No changes are recommended at this time.</p>
	MUSI 6A	SLO #1	Students will perform the required set of music selections of the fall semester.	Timothy Garvin	Concert performance on December 3, 2014 was a success. Director's score ensemble at 92%.	Students were able to retain much of the techniques and musicianship needed for performance.	Some of the music, two selections, will be held over but basically a new set of music for spring.
		SLO #2	Students are able to work in smaller groups known as sectionals to help each other with the required music.	Timothy Garvin	The success of the sectionals can be seen through the over-all success of the performance.		I will continue to use this sectional method when needed because it did produce the needed outcome which was success of the more difficult selections.
		SLO #3	Students will be able to adapt to new surroundings	Timothy Garvin	Students were able to adapt to the new environment and effective rehearsals were achieved as well as		We will continue to use the new facilities and have more time in the performance area to further orient

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	for rehearsal and concert performance.	Timothy Garvin	an outstanding performance was accomplished.		ourselves to the new venue.
	MUSI 6B	SLO #1	Students will perform the required set of music selections for the fall semester.	Timothy Garvin	Concert performance on December 3, 2014 was a success. Director's score ensemble at 92%.	Students were able to retain much of the techniques and musicianship needed for performance.	Some of the music, two selections will be held over, but basically a new set of music for the spring.
		SLO #2	Students are able to work in smaller groups known as sectionals to help each other with the required music.	Timothy Garvin	The success of the sectionals can be seen through the over-all success of the performance.		I will continue to use this sectional method when needed because it did produce the needed outcome which was success of the more difficult selections.
		SLO #3	Students will be able to adapt to new surroundings for rehearsal and concert performance.	Timothy Garvin	Students were able to adapt to the new environment and effective rehearsals were achieved as well as an outstanding performance was accomplished.		We will continue to use the new facilities and have more time in the performance area to further orient ourselves to the new venue.
	MUSI 6C	SLO #1	Students will perform the required set of music selections for the fall semester.	Timothy Garvin	Concert performance on December 3, 2014 was a success. Director's score ensemble at 92%	Students were able to retain much of the techniques and musicianship needed for performance.	Some of the music, two selections, will be held over but basically a new set of music for spring.
		SLO #2	Students are able to work in smaller groups known as sectionals to help each other with the required music.	Timothy Garvin	The success of the sectionals can be seen through the over-all success of the performance.		I will continue to use this sectional method when needed because it did produce the needed outcome which was success of the more difficult selections.
		SLO #3	Students will be able to adapt to new surroundings for rehearsal and concert performance.	Timothy Garvin	Students were able to adapt to the new environment and effective rehearsals were achieved as well as an outstanding performance was accomplished.		We will continue to use the new facilities and have more time in the performance area to further orient ourselves to the new venue.
	MUSI 7	SLO #1 (Fall '14)	Students will perform the required set of	Timothy Garvin	Concert performance on December 1, 2014 was a success. Director's score ensemble at 92%.	Students were able to retain much of the techniques and musicianship needed for performance.	Some of the music, two selections, will be held over, but basically a new set of music for spring.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	MUSI 7	SLO #1 (Fall '14)	music selections for the fall semester.	Timothy Garvin	Concert performance on December 1, 2014 was a success. Director's score ensemble at 92%.	Students were able to retain much of the techniques and musicianship needed for performance.	Some of the music, two selections, will be held over, but basically a new set of music for spring.
		SLO #2 (Fall '14)	Students are able to work in smaller groups known as sectionals to help each other with the required music.	Timothy Garvin	The success of the sectionals can be seen through the over-all success of the performance.		I will continue to use this sectional method when needed because it did produce the needed outcome which was success of the more difficult selections.
		SLO #3 (Fall '14)	Students will be able to adapt to new surroundings for rehearsal and concert performance.	Timothy Garvin	Students were able to adapt to the new environment and effective rehearsals were achieved as well as an outstanding performance was accomplished.		We will continue to use the new facilities and have more time in the performance area to further orient ourselves to the new venue.
	ORIE 1	SLO #1	Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student and study skills.	Bawden, A.	20094 (40) 89% 20095 (37) 87% 20096 (24) 85% 20097 (33) 89%	A few dropped early in the course -not significant	Continue with the same assessment
				S. Walker	100% demonstrated proficiency of this outcome.		100% (26 of 26) remained in the course.
					80% (8 of 10 students) demonstrated proficiency toward this outcome. 10% (1 student) did not show up to	90% (9 of 10 students) retained from first census.	I will implement an individualized study plan project for students to plan and document the strategies they actually

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					take the final exam. 10% (1 student) worked very hard in the course but struggled to adequately implement studying and testing strategies.	90% (9 of 10 students) retained from first census.	use. This would be a better assessment than just the final exam which is more an indicator of testing ability and exam comprehension than of ability to implement strategies.
		SLO #2	Recognize and apply different self-awareness activities to identify goals, interests, skills, values and lifestyles, and to make sound educational and career choices.	Bawden, A.	20094 (40) 87% 20095 (37) 81% 20096 (24) 86% 20097 (33) 86%	23 of the 134 students 17% did not complete assignments-scores not computed in averages	Presentation will be includes in projects and late assignments will be penalized 20% instead of 10%
				S. Walker	100% demonstrated proficiency of this outcome.	90% (9 of 10 students) retained from first census. (However, all students completed this project.)	The Career Study/Education Plan is a well-designed project for students to research a career and compare it to their value, lifestyle, etc. However, I would like to incorporate a later follow-up for those students who discover their initial career plan is not the right fit for them.
					100% demonstrated proficiency on this outcome.	100% (26 of 26) remained in the course.	Again, this group of transitional college students is highly motivated. Most entered the course with future career plans in mind; however, course work in self-awareness activities and research led some to change their educational and career plans. However, this group has a unique mentality and would likely adapt to nearly any pedagogical approach.
		SLO #3	Demonstrate understanding of time and stress management, learning styles, study techniques, and effective interpersonal communication skills, to improve	Alec Bawden	20094 (40) 92% -- 20095 (37) 89% -- 20096 (24) 83% -- 20097 (33) 86%	20096 Monday evening class had attendance problems/20097 9-week class had attendance problems	No change proposed.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	student performance, retention and instructor-student relations.	Alec Bawden	20094 (40) 92% -- 20095 (37) 89% -- 20096 (24) 83% -- 20097 (33) 86%	20096 Monday evening class had attendance problems/20097 9-week class had attendance problems	No change proposed.
				S. Walker	100% demonstrated proficiency toward this outcome.	100% (26 of 26) remained in the course.	This group of students was eager to learn and grow in these areas, so they took opportunities seriously and implemented recommended strategies readily. However, in the future, I would like to increase the variety of strategies demonstrated and utilized in the course so students have more to draw from if they do not experience success with others.
					90% demonstrated proficiency of this outcome. 10% did not complete the project.	90% (9 of 10 students) retained from first census.	This term, students completed a self-assessment at the beginning of the term with small opportunities to reflect on strategies gained at the end of each chapter topic. I offered an extra credit option to do the same self-assessment again at the end of the term with a reflection on the areas in which they had grown. In the future, I would like to make this end-of-term self-assessment a regular for-credit project because it was highly valuable for those students who took advantage of it.
	PEAC 16	SLO #1 (1)	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	Zhenying Jiang	94% of students completed the course. Of those who completed the course, 100% successfully met this SLO. (SAME as last semester)		Nothing
		SLO #2 (2)	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	Zhenying Jiang	94% successfully met this SLO		Nothing

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (3)	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	Zhenying Jiang	93% of students completed the course. Of those who completed the course, 100% successfully met this SLO.		Nothing
	PEAC 17	SLO #1	Acquire knowledge of the various physical fitness activities available to the disabled, a positive attitude toward lifetime physical fitness activities and improved kinesthetic awareness/self reliance.	Zhenying Jiang	100% successfully met this SLO		Nothing
		SLO #2	Acquire improved strength, endurance, range of motion, body composition and cardiovascular circulation.	Zhenying Jiang	100% successfully met this SLO		Nothing
		SLO #3 (3)	Assess own strength and flexibility in relation to accepted norms and develop own fitness plan accordingly.	Zhenying Jiang	100% successfully met this SLO		Nothing
	PEAC 20	SLO #1	The students will be able to understand and perform Tai Ji Form	Zhenying Jiang	100% of the students were evaluated and pass the evaluation with the standard Tai Ji Form		Same
		SLO #2	Identify and describe each movement	Zhenying Jiang	100% of the students could identify and describe each movement correctly		The only reason the students may get different grades is their attendance.
		SLO #3	Students will be	Zhenying Jiang	100% of students were performing		Same

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	able to perform as a group (taping down for record)	Zhenying Jiang	well.		Same
	PEAC 29	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	M. Karpel	6/11 or 55% of the students successfully completed this overarching assignment with a "C" or higher. 5/11 or 45% of the students failed to turn in the assignment and 2/11 or 18% of the students were auditing the class and this assignment was non-gradable or optional.	I had 14 students originally enrolled in the class at the beginning of the term and 13 completed the course; therefore, my retention rate was 93%.	Unfortunately, the desired results were not obtained this term aggregately as a class. 45% of my class stopped showing up to class toward the end of the term and did not turn in their final assignments resulting in failing the course. In the future, I will make a better effort to contact these students to see why they are failing to attend the course in the last four weeks moving towards end of term.
				Z. Jiang	100% successfully met this SLO		Nothing
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	M. Karpel	6/11 or 55% of the students successfully completed this overarching assignment with a "C" or higher. 5/11 or 45% of the students failed to turn in the assignment and 2/11 or 18% of the students were auditing the class and this assignment was non-gradable or optional.	I had 14 students originally enrolled in the class at the beginning of the term and 13 completed the course; therefore, my retention rate was 93%.	Unfortunately, the desired results were not obtained this term aggregately as a class. 45% of my class stopped showing up to class toward the end of the term and did not turn in their final assignments resulting in failing the course. In the future, I will make a better effort to contact these students to see why they are failing to attend the course in the last four weeks moving towards end of term.
				Z. Jiang	100% successfully met this SLO.		Nothing
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	M. Karpel	6/11 or 55% of the students successfully completed this overarching assignment with a "C" or higher. 5/11 or 45% of the students failed to turn in the assignment and 2/11 or 18% of the students were auditing the class and this assignment was non-gradable or optional.	I had 14 students originally enrolled in the class at the beginning of the term and 13 completed the course; therefore, my retention rate was 93%.	Unfortunately, the desired results were not obtained this term aggregately as a class. 45% of my class stopped showing up to class toward the end of the term and did not complete their final post-test resulting in failing the course. In the future, I will make a better effort to contact these students to see why they are failing to attend the course in the last four weeks moving towards end of term.
	PEAC 3	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved	B. King	N/A		N/A

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	PEAC 3	SLO #1	cardiovascular fitness.	B. King	N/A		N/A
				M. Karpel	8/9 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 1/9 or 11% of the students failed to turn in the assignments and 1/10 (total students n=10) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 13 students originally enrolled in the class at the beginning of the term and 10 completed the course; therefore, my retention rate was 77%.	The data was definitely negatively skewed; showing high achievement. This is typically a current trend as I have now taught this course for 8 years. I will just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.
				Zhenying Jiang	95% of students completed the course. Of those who completed the course, 100% successfully met this SLO		Nothing
		SLO #1 (Puryear 201407)	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	T. Puryear	SLO 1 was based on a written assignment and discussion question. Average score for the assignment was 97%, 33students scored 10/10/A, 0 students scored an 8/10/B, 2 students scored 7/10 and 1 students scored a 5/10/F. For the discussion, 34 students scored 10/10/A, 2 students scored 7/10/C and 1 student scored a 5/10/F, The low scores for the discussion were the result of having less than 50 words in the discussion and poor grammar and spelling errors.	49 students were enrolled in the classes. 36 finished the course. There were 3 no shows, 6 dropped the course. There were 4 instructor drops as a result of poor participation in submitting assignments/logs and discussion posting. There were 33 A's, 3 B's, 1 C's, 0D's & 0 F's.	Will continue to use frequent student communication and will continue to emphasize the new discussion board grade rubric to set clear expectations for the discussion assignments. I expect this to continue to improve the level of excellent participation.
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	B. King	Pre/Post Test Results	None indicated	N/A
				M. Karpel	8/9 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 1/9 or 11% of the students failed to turn in the assignments and 1/10 (total students n=10) or 10% of the students were auditing the class	I had 13 students originally enrolled in the class at the beginning of the term and 10 completed the course; therefore, my retention rate was 77%.	The data was definitely negatively skewed; showing high achievement. This is typically a current trend as I have now taught this course for 8 years. I will just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				M. Karpel	and this assignment was non-gradable or optional.	I had 13 students originally enrolled in the class at the beginning of the term and 10 completed the course; therefore, my retention rate was 77%.	flexible to best meet the needs of future courses I teach.
	SLO #2 (Puryear 201407)	Design and maintain a weekly activity log.		T. Puryear	This SLO requires a detailed listing of activities and physiological measurements, graded by a rubric on a 50-point scale to demonstrate compliance with the 5-hours per week of required activity. In the first week of class, the average score was 76% (13/A, 7/B,5/C,4/D and 7/F) however, by the last week of class the average score was 95% (30/A, 3/B, 1/C, 1/D and 1/F).	49 students were enrolled in the classe. 36 finished the course. There were 3 no shows, 6 dropped the course. There were 4 instructor drops as a result of poor participation in submitting assginments/logs and discussion posting. There were 33 A's, 3 B's, 1 C's, 0D's & 0 F's.	Majority of students (34/36) learned and understood what was needed in the log and submitted the correct information on a weekly basis. As a result no changes are needed in this measurement, at this time
	SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.		M. Karpel	9/9 or 100% of the students successfully completed this overarching assignment with a "C" or higher. 0/9 or 0% of the students failed to turn in the assignments and 1/10 (total students n=10) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 13 students originally enrolled in the class at the beginning of the term and 10 completed the course; therefore, my retention rate was 77%.	I feel that by continuing to give the students precise dates of assessments, this will prepare and motivate more students to make decisions that will result in better (healthy) readings and will lead to continued improvement throughout the semester. Obviously, the new Fitness and Wellness Center will be a great environment and asset to assist in student attendance that I believe will have a direct result in increasing student success as it relates to this specific SLO; as well as the first two.
					9/9 or 100% of the students successfully completed this overarching assignment with a "C" or higher. 0/9 or 0% of the students failed to turn in the assignments and 1/10 (total students n=10) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 13 students originally enrolled in the class at the beginning of the term and 10 completed the course; therefore, my retention rate was 77%.	The data was definitely negatively skewed; showing high achievement. This is typically a current trend as I have now taught this course for 8 years. I will just continue to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.
				Zhenying Jiang	95% of students completed the course. Of those who completed the course, 97% successfully met this SLO.		Nothing
	SLO #3 (Puryear	Express an understanding of		T. Puryear	Used assignments/quizzes for weeks 2,3,4,6, & 7. Average score for all	49 students were enrolled in the classe. 36 finished the course. There were 3 no shows,	No additional changes needed because students are scoring an average of 95%

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		201407)	relevant fitness, wellness, and health issues.	T. Puryear	quizzes was 95% (31/A,2/B, 1/C, 0/D,1/F).. No questions were missed by more than 50% of students and no students failed to take the quizzes.	6 dropped the course. There were 4 instructor drops as a result of poor participation in submitting assignments/logs and discussion posting. There were 33 A's, 3 B's, 1 C's, 0D's & 0 F's.	or above.
	PEAC 30	SLO #1	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	M. Karpel	22/25 or 96% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 1/25 or 4% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 47 students originally enrolled in the class at the beginning of the term and only 25 completed the course, with 20 instructor drops at the first census and two student from at the beginning of term. Therefore, my retention rate was very low at 53%.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.
		SLO #2	Design and maintain a weekly activity log.	M. Karpel	20/25 or 80% of the students completed the aggregation of these weekly activity logs (which are a major component of one's final grade in point value) with a "C" or greater demonstrating satisfactory completion of this SLO. 5/25 or 20% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 47 students originally enrolled in the class at the beginning of the term and only 25 completed the course, with 20 instructor drops at the first census and two student from at the beginning of term. Therefore, my retention rate was very low at 53%.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.
		SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	M. Karpel	20/25 or 80% of the students completed the aggregation of these assignments (Weekly Quizzes – open book/notes & weekly Discussion Board Postings) postings with a "C" or greater demonstrating satisfactory completion of this SLO. 5 of the 20 students or 20% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	The number one factor that decreased the successful % completion regarding this SLO was the drop in the retention rate from 79% to 53%. I gave a full effort in informing each of the students that I dropped before 1st census that they needed to complete all of Week 1's assignments via personal e-mail messages. This is only a 9 week course and it was the last 9 weeks, so I am curious to see in the future when I teach this course back-to-back in the same semester if the retention rates are significantly lower during the second offering (2nd 9 weeks) vs. the first course offering (1st 9 weeks). Perhaps, many students signed up for the second course offering early in the semester and then either forgot or decided they did not want to take the course and did not drop the class on their own. I will keep a close eye on this to see why the retention rates were significantly lower.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	PEAC 4	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	M. Karpel	16/18 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 2/18 or 11% of the students failed to turn in the assignments and 2/20 (total students n=20) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 24 students originally enrolled in the class at the beginning of the term and 20 completed the course; therefore, my retention rate was 83%.	I am quite pleased see the data negatively skewed resulting in higher achievement rate for this SLO. One of the recurring problems with many of the students that sign up for PEAC 4 (Free Weights) is that they often tend to neglect the component of Cardiovascular Efficiency. I understand that a majority of these students desire to just weight-train, but this term I did a better job convincing and encouraging them to make sure they are supplementing their workouts with some form of Cardiovascular exercise in and outside of class.
				Zhenying Jiang	88% of students completed the course. Of those who completed the course, 100% successfully met this SLO.		Nothing
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	M. Karpel	18/18 or 100% of the students successfully completed this overarching assignment with a "C" or higher. 0/18 or 0% of the students failed to turn in the assignments and 2/20 (total students n=20) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 24 students originally enrolled in the class at the beginning of the term and 20 completed the course; therefore, my retention rate was 83%.	The student demonstrations (pre-test and post-test) revealed a satisfactory gain regarding this SLO. This term I post-tested this cohort later in the term (during finals week) Week 18 and the results were much better given two more weeks before post-testing from the last term. Most of these students in PEAC 4 trained with free-weights, but this class is diverse in that some students are beginners, some intermediate, and some advanced; however, this time I taught the class, I made a more concerted effort giving clearer directives on what I expect and the protocols in recording measurements in the fitness logs/journals.
				Zhenying Jiang	88% of students completed the course. Of those who completed the course, 100% successfully met this SLO.		Nothing
		SLO #3	Apply knowledge and ability with respect to the tools necessary to	M. Karpel	16/18 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 2/18 or 11% of the students	I had 24 students originally enrolled in the class at the beginning of the term and 20 completed the course; therefore, my retention rate was 83%.	I am quite pleased see a higher achievement rate for this SLO. One of the recurring problems with many of the students that sign up for PEAC 4

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	achieve improved body composition	M. Karpel	failed to turn in the assignments and 2/20 (total students n=20) or 10% of the students were auditing the class and this assignment was non-gradable or optional.	I had 24 students originally enrolled in the class at the beginning of the term and 20 completed the course; therefore, my retention rate was 83%.	(Free Weights) is that they often tend to neglect the component of Cardiovascular Efficiency; which can be detrimental to their Body Composition readings. I understand that a majority of these students desire to just weight-train, but this term I did a better job convincing and encouraging them to make sure they are supplementing their workouts with some form of Cardiovascular exercise in and outside of class; as well as giving them more dietary and nutritional guidelines as supplemental material.
				Zhenying Jiang	90% lost weight and decrease at least 1% of body fat		The only reason the decreased %: few students absent too much
PELC 1	SLO #1	Identify a philosophy as a framework for the student's involvement in sport.	M. Karpel	37/50 or 74% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 13/50 or 26% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 54 students originally enrolled in the class at the beginning of the term and 50 students completed the course, with three instructor drops at the first census and one student withdrawal. Therefore, my retention rate was extremely high at 93%; especially for an online course. My retention rate from Spring was 74% and made a 19% gain for the Fall. Within my action plan, I described being more communicative through individual e-mail's and I believe this made a major difference.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach. I also believe by setting up a clear rubric of what I am looking for will help. One problem for this specific SLO in that it is a writing assignment and there is not a pre-requisite attached. So, the writing levels of the students do vary.	
	SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological skills.	M. Karpel	40/50 or 80% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 10/50 or 20% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I had 54 students originally enrolled in the class at the beginning of the term and 50 students completed the course, with three instructor drops at the first census and one student withdrawal. Therefore, my retention rate was extremely high at 93%; especially for an online course. My retention rate from Spring was 74% and made a 19% gain for the Fall. Within my action plan, I described being more communicative through individual e-mail's and I believe this made a major difference.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	
	SLO #4	Understand how to design and implement a Psychological	M. Karpel	42/50 or 84% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory	I had 54 students originally enrolled in the class at the beginning of the term and 50 students completed the course, with three instructor drops at the first census and one	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of	

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #4	Skills Training program for participants.	M. Karpel	completion of this SLO. 8/50 or 16% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	student withdrawal. Therefore, my retention rate was extremely high at 93%; especially for an online course. My retention rate from Spring was 74% and made a 19% gain for the Fall. Within my action plan, I described being more communicative through individual e-mail's and I believe this made a major difference.	future courses I teach.
	PHIL 6	SLO #1 (1)	Communication (personal expression and information acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of ideas and concepts related to the course.	Elmon Krupnik	92% of the students completed the course. The final grades for the students in this course were 7, A's, 2, B's, 3 C's 1, D and 1 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The four students that received F's did not take both exams.		My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.
				Krupnik, E.	79% of the students completed the course. The final grades for the students in this course were 6 As, 3 Bs, 1 C, and 3 Fs. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries and their completion of multiple-choice exams. The four students that received Fs did not take both exams.		My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.
		SLO #1 (Parent)	Evaluate the meaning of Bible passages using the	Richard Parent	For the 7 page research paper worth 30% of the grade, 28 of the 33 students completed this assignment	We started with 36 students, three of the students who began this course dropped out. Therefore we had a 91.4% retention.	I believe that in the future, I should spend even more time focusing on the great need of doing one's own analysis.

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		SLO #1 (Parent)	most valued methods of interpretation (hermeneutics).	Richard Parent	and the average for these was 25.6/30.	We started with 36 students, three of the students who began this course dropped out. Therefore we had a 91.4% retention.	I believe that in the future, I should spend even more time focusing on the great need of doing one's own analysis.
		SLO #2 (2)	Creative, Critical, and Analytical Thinking OUTCOME: Identify primary similarities germane to the Bible and the world view it presents. RATIONALE: To exhibit the ability to analyze and critically think. ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	Elmon Krupnik	92% of the students completed the course. The final grades for the students in this course were 7, A's,2, B's, 3,C's, 1D and 1 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board questions and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.
				Krupnik, E.	79% of the students completed the course. The final grades for the students in this course were 6 As, 3 Bs, 1 C and 3 Fs. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received Fs two of them did most of the discussion board questions and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.

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		SLO #2 (Parent)	Learn to take into consideration the pre-suppositions people bring with them in their attempts to interpret the Bible.	Richard Parent	For the 7 page research paper worth 30% of the grade, 28 of the 33 students completed this assignment and the average for these was 25.6/30.	We started with 36 students, three of the students who began this course dropped out. Therefore we had a 91.4% retention.	I feel that this was overall the most enthusiastic group of student that I have dealt with so far. It seems that many were eager to learn the material. I don't know that there is much that I plan to do differently except try to maintain a high level of enthusiasm myself.
		SLO #3 (3)	Community/Global Consciousness and Responsibility OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own. RATIONALE: To expand and deepen sensitivity to the complex nature of the major Bible worldviews. ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	Elmon Krupnik	92% of the students completed the course. The final grades for the students in this course were 7, A's, 2, B's, 3, C's, 1, D and 1 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.
				Krupnik, E.	79% of the students completed the course. The final grades for the students in this course were 6 As,		

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				Krupnik, E.	3Bs, 1 C and 3 Fs. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries and their completion of multiple-choice exams. Out of the four students that received Fs two of them did completed most of the summaries and were working on assignments during the last week of class.		
		SLO #3 (Parent)	Encourage students to raise questions for discussion through the Question Sheets distributed among them.	Richard Parent	For the 7 page research paper worth 30% of the grade, 28 of the 33 students completed this assignment and the average for these was 25.6/30.	We started with 36 students, three of the students who began this course dropped out. Therefore we had a 91.4% retention.	Continue an approach that seems to be working, though I have to be ever-sensitive to helping students not to express opinions that may be offensive to other students who may share a different world-view.
	PHSC 2	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	Bulkley, S.	SLO #1 was 67% based upon the results of the Final Exam. There was a minimal increase in student achievement with respect to this SLO over the previous semester.	District will provide data	Individual Questions where <50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Bulkley, S.	SLO #2 was 67% based upon the results of the Final Exam. There was a minimal increase in student achievement with respect to this SLO over the previous semester.	District will provide data	individual questions where <50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students.
		SLO #3	Evaluate scientific	Bulkley, S.	SLO #3 was 88% based on one	District will provide data	One-on-one class time will be provided

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		SLO #3	data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	Bulkley, S.	Research Project. These results were an increase from the previous semester.	District will provide data	between the instructor and the Research Project groups for consultation, assistance, and to help guide the students or answer any questions.
	POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	Jacob Lenerville	33/50= C or Higher; 2/50 = incorrect topics; 2/50 = plagiarism/originality issues; 13/50 = no submission Students demonstrated a strong ability to understand nature of governance in not just a listing way, but by creating their own policy preferences based on an understanding of the workings of government and how various policies are available for pursuing. It appears that many of the students wrote about topics they truly care about.	50/51 (1 self drop)	I will continue to stress the importance of local government and for students to focus on issues that matter to them. Furthermore, I plan on requiring students to acknowledge the rules regarding plagiarism and to go to plagiarism.org to avoid any problems. Moreover, I may add 1-2 more topics that cannot be written about as they have a tendency not to make great papers.
				Lenerville, J.	15/22=C or higher; 3/22=plagiarism/originality issues; 1/22=no submission Students demonstrated a strong ability to understand nature of governance in not just a listing way, but by creating their own policy preferences based on an understanding of the workings of government and how various policies are available for pursuing. Furthermore, many students looked into local government issues which is often overlooked but is of some of the greatest importance.	22/24 retention (2 self-drops)	I will continue to stress the importance of local government and for students to focus on issues that matter to them. Furthermore, I plan on requiring students to acknowledge the rules regarding plagiarism and to go to plagiarism.org to avoid any problems.
		SLO #1 (Macias)	The course is designed to give	John Macias	Students develop an understanding of American political principles and		The students level of writing for all courses are lacking. I will increase the

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		SLO #1 (Macias)	the student an understanding of the American political system, including the California state government.	John Macias	their relationship to political processes, institutions, and policies that shape the character of the American experience. Achievement of the SLO's are reflected in their responses to essay questions and the various subjects of the research papers.		amount of essay questions regarding political action committees and immigration as it affects California in order to force students to write more. Furthermore, attendance is crucial to passing this class. Most students attend regularly, however, some students, particularly athletes, feel as they are entitled to miss class expecting to make-up work or turn in late assignments. I give a firm due deadline for research papers and I do not allow make-up exams. Someone needs to reinforce the attendance of academic courses by our student athlete population.
		SLO #1 (Marietta)	Define political culture and describe the unique combination of political values that form the American political culture.	Roger Marietta	Midterm Exam grades – 2 F's; 3 D's; 15 C's; 12 B's; 7 A's	85% C or higher on the Final Exam	Continue to administer exam with open notes and revised questions
		SLO #2	Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.	Jacob Lenerville	36/50 = C or higher; 7/50 = D (posted a comment on the discussion board but did not respond to a fellow student's post) ; 13/50 = no submission Students in the first week showed an eagerness to deal with big issues such as the need for greater direct democracy (or the lack of need), the important principles of the U.S. Constitution, and the role of women in the founding of America (or perhaps better stated, the lack of the role for women at the Constitutional convention).	50/51 (one self drop)	I need to add some formal assessment regarding political thinkers to the online course (at least) similar to the live class. Moreover, would like to see more information on individual political theorists.
					6/22 had strong success on matching portion (see follow-up). I believe the lack of success was the fact that for	22/24 retention (2 self-drops)	I am happy that, compared to prior classes, I have added a formal way to assess their learning. I have three plans

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					many students, unlike other parts of the exam, there was much more questioning about what would be asked on the final regarding this portion.	22/24 retention (2 self-drops)	for the future. (1) Add more political thinkers; (2) make sure the students are prepared via lecture, discussion, and reading to so they can easily recognize a political thinker to his/her theories; (3) I may (for live classes at least) add a small written assignment regarding political thinkers.
		SLO #2 (Marietta)	Differentiate between the roles of the 3 branches of the American government	Roger Marietta	2 – F; 3 – D’s; 15 C’s; 12 B’s, 7 A’s	85% C or higher on the Final exam	Continue to administer exam with open notes and revised questions
		SLO #3	Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order.	Jacob Lenerville	Average grade: 87% (5.60/6) For the most part, most students were able to answer what were the three roles of the media in a democracy. The language of politics though is strong as this is discussed in POLI 1 throughout the lectures—the nature of governance is based on a type of language. Furthermore, in their discussions I see a high awareness of the role of technology.	50/51 (one self drop)	I hope to add some assignment regarding the media and technology—whether it be essay or otherwise. Furthermore, I may make some administrative changes to my quizzes.
					Successful: 16/22 While the success rate is fairly strong, it should be higher. It seems that those who did not succeed were confused by the concept of the role of media in democracy. A few (3/22) seemed to have rushed and misread the question and focused on the word “democracy” and wrote on that, disregarding the issue of “media.” I believe that more emphasis on media and technology is very important. The language of politics though is strong as this is discussed in POLI 1 every single meeting—the nature of governance is based on a type of language.	22/24 retention (2 self-drops)	I hope to add some assignment regarding the media and technology—whether it be essay or otherwise.

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		SLO #3 (Marietta)	Analyze major political issues in the American political system	Roger Marietta	5 – B's; 34 A's	84% A grades on the essay	Continue to accept late work with minimal late penalty
	POLI 2	SLO #1	Compare and contrast and evaluate various political, economic and social institutions within democratic and authoritarian governments.	John Macias	The students were able to distinguish between various forms of political and social institutions between democracies and authoritarian governments. This is evidenced by the 80% passing rate of the course.		The level of student writing needs to improve. I will create more essay questions that look at the links between theory of power (i.e. democracy vs. authoritarian vs. socialism) and social class in order to get students to write more. Furthermore, attendance is crucial to passing this class. Most students attend regularly, however, some students, particularly athletes, feel as if they are entitled to miss class expecting to make-up work or turn in late assignments. I give a firm due deadline for research papers and I do not allow make-up exams. Someone needs to reinforce the attendance of academic courses by our student athlete population.
	PSYC 1	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology.	A. Shields	Of the 39 students, 4 were not actively involved in the course at the time of the final. Only 28 of the 35 submitted finals, even with the instructor posting on their gradebook and sending separate e mails. Of those 28, 24 or 86% of those received a C or better. The Four students with Ds or Fs were offered the opportunity to re-write and improve their grade. They did not	Forty three students began the course. Four dropped. Four contributed sporadically-enough to prevent an instructor drop.	Given the success of the previous changes, she will maintain those for the next course. They were: The instructor will continue to post the difference between the final and the last proctored test. The instructor will continue to support student questions and remind them to ask questions about the final.
				Gustavo Bento	Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 76%. All 7 students that earned a D missed multiple study guides and had low test scores. The two students that earned an F missed multiple class meetings and multiple study guides worth 10 points each.	95%	Student success was 76%. No immediate changes are planned.
		SLO #2	Students will be able to analyze and critically	A. Shields	Eighty percent of the students completed at least 90% of the discussion boards.	Forty three students began the course. Four dropped. Four contributed sporadically-enough to prevent an instructor drop.	Continue to support student contributions and remind them about completion of discussion boards.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	evaluate different ideas, arguments and point of views associated with general psychology.	A. Shields	Eighty percent of the students completed at least 90% of the discussion boards.	Forty three students began the course. Four dropped. Four contributed sporadically-enough to prevent an instructor drop.	Continue to support student contributions and remind them about completion of discussion boards.
				Gustavo Bento	Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 76%. All 7 students that earned a D missed multiple study guides and had low test scores. The two students that earned an F missed multiple class meetings and multiple study guides worth 10 points each.	95%	Students did very well on their skit presentations as well as their study guides. All students that achieved success, 76%, completed their study guides. No changes are planned for the immediate future.
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	A. Shields	Twenty nine students submitted term papers. A few did not re-write them in order to bring their grades to Cs. On the whole the level of writing this semester was better than the previous, and it was significantly improved from the beginning of the semester.	Forty three students began the course. Four dropped. Four contributed sporadically-enough to prevent an instructor drop.	While the instructor consistently reminded the students about the paper and requested questions, just as she did for the final, this semester's students asked fewer questions. Experience shows that the more students ask questions, the more they succeed. The instructor will continue to encourage and support questions. However, there are times when pedagogy cannot compensate for life challenges. When given an opportunity to practice analysis, and required to do it frequently, students perform consistently well. The quality of writing during the semester notably improved. Thus the writing components will be maintained.
				Gustavo Bento	Students chose a mental disorder and an appropriate therapy and presented a skit to the class where they acted out the disorder and the therapy. The two students that earned an F did not participate in the skit presentation. All other students earned 80% or above on the presentations.	95%	The addition of chapters 15 & 16 along with the skit project was generally well received and I will continue with this project in future courses. No further changes are planned at this time.

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	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	K. Roberts	Students demonstrated their understanding of research findings, their ability to read journal articles and effectively critiqued the methodology of peer-reviewed research publications by reading about various types of research methodology, understand the strengths and limitations of each method and the situations which each method applies to. Students use this information to practically apply the concepts by locating journal articles and critique specific article to show learning, and posted their critiques.	None indicated	Data indicates that students have understood and can practically apply the concepts of the course. Of the 37 students who were enrolled at the end of the term, 30 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 7 who did not, most failed to complete the discussions altogether, and one was sporadic in completing the discussions during the last half of the term. Of the students who completed the discussions, their reports indicated an increased understanding and final synthesis of the individual concepts taught during the term and an ability to utilize them practically.
		SLO #2	Critically analyze research methods and their appropriateness to the research question.	K. Roberts	37 students were enrolled after first census. 6 stopped attending towards the end of class and received a grade of F. 31 students completed the class as evidenced by taking the final exam. Of those 31, all completed successfully with a grade of C or better.	None indicated	Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 83% of those who began the course completed it, and all completed successfully. This course was heavily focused on practical application of the concepts, which was accomplished through the discussions. Thus, those who completed discussions weekly and understood the concepts both theoretically and practically were able to successfully complete the final exam. Final exam average was 50%, but was graded on a curve, with the curved average at about 70%. The final exam indicates that the students understood the data from the class at an average level, some with greater understanding and some with less understanding. Questions will be revised for a 70% grade without having to use a curve: some questions may have been either ambiguous or too difficult.
	PSYC 15	SLO #1	Identify and	K. Roberts	36 students were enrolled after first	None indicated	Data indicates students who maintained

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	PSYC 15	SLO #1	critique key terminology and concepts found in the study of guidance and counseling including ethical considerations.	K. Roberts	census. 1 student dropped the course after the census. 5 students received a grade of F, with only one who stopped attending. Of 34 students (95%) who completed the course, as evidenced by taking the final exam, 29 completed successfully with a grade of C or better. One student completed the course with a D.	None indicated	attendance in the course have mastered important concepts and can identify key terminology and concepts with regard to the field of guidance and counseling, including ethical considerations. The final exam average was 70%. The final exam indicates that the students understood the data from the class at an average level, some with greater understanding and some with less understanding. All students but 2 took the final exam. No changes are planned for the next term, although the textbook for this course is far too advanced for a lower-division, introductory course in guidance and counseling. It is more appropriately suited to upper-division counseling major students or graduate students in a counseling or therapy program. Unfortunately, I do not have the academic freedom to choose a more appropriate textbook.
		SLO #2	Evaluate the guidance and counseling processes that occur in helping relationships.	K. Roberts	Students demonstrated their understanding ability to evaluate the guidance and counseling processes that occur in helping relationships through participation in weekly discussions designed to analyze various processes in the guidance and counseling process. Each discussion builds on the other, and the student demonstrates increased understanding with each subsequent discussion. They are able to evaluate the process and identify the components of each aspect of the process that occurs in helping relationships and demonstrate through participation in weekly discussions and responses to other students.	None indicated	Data indicates that students have understood and can practically apply the concepts of the course. Of the 35 students who were enrolled at the end of the term, 30 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 5 who did not, most failed to complete the discussions altogether and one was sporadic in completing the discussions. Of the students who completed the discussions, their reports indicated an increased understanding and final synthesis of the individual concepts taught during the term.
	PSYC 2	SLO #1	Students will be able to explain key concepts,	Gustavo Bento	Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 68%. All 8	93%	Student success was 67%. No immediate changes are planned.

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	PSYC 2	SLO #1	principles, theories and generalizations of psychology as related to developmental psychology.	Gustavo Bento	students that earned a D missed multiple study guides and had low test scores. The four students that earned an F missed multiple class meetings and multiple study guides worth 10 points each.	93%	Student success was 67%. No immediate changes are planned.
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.	Gustavo Bento	Students completed 13 study guides. Most students achieved success, 68%. All 8 students that earned a D missed multiple study guides and had low test scores. The four students that earned an F missed multiple class meetings and multiple study guides worth 10 points each.	95%	Student success was 67%. No immediate changes are planned.
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	Gustavo Bento	Students completed 13 study guides, multiple handouts and presented information gather in a group activity. Most students achieved success, 68%. All 8 students that earned a D missed multiple study guides and had low test scores. The four students that earned an F missed multiple class meetings and multiple study guides worth 10 points each.	93%	Student success was 67%. No immediate changes are planned.
	PSYC 5	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to career and life planning.	Joann Jelly	48 out of 50 students participated in career portfolio discussion with an average of 18/20 points indicating a greater understanding of the use of Career Portfolios (and career psychology)	48 out of 50 students	Each lesson will note need for students research (on online program) in career portfolios and e portfolios.
					Low participation in discussion	3 students achieved an average of 90% and 30 had an average of 80%	Include reminders to “go to” another community college section on career portfolios and post results in discussion.
				Kathi Brant	All students passed the quizzes with a grade of B or higher	All students passed the class	All students passed the class so there probably wouldn't be any major changes
		SLO #1 (Robles)	The students will have the	A. Robles	30 of the 32 students understood the assignments while 2 students	I had 34 students actively enrolled after first census - 2 students drop and 0 dropped by	The rubric is intended to have the students explore their personality, skills,

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		SLO #1 (Robles)	opportunity to explore career options in accordance with their skills, personality, talents, career assessments, and use multiple resources to explore a career goal which will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment	A. Robles	attempted the assignments but choose not to continue to attend. All the data collected was used to assess the student retention of the information, career planning goals, and to support the students with an academic path to a lifelong learning path. To enrich my teaching abilities to enrich the classroom environment, challenge the student to set realistic goals, and provide the students with attainable short term and long term goals for their academic future investment.	the instructor. So I had 90% of the students complete the course which equals to 10% retention. I had 32 students remaining in the class and 2 students choose not to attend the class at the end of Oct/Nov so at the end of the class 32 students successfully completed the class while 2 students received an "F" due to non-attendance, failure to submit the work, and not completing the final project or taking the final.	and talents to correlate with a career path suitable for a lifetime career. During the course the students will discuss key points to enable the students to focus on a career path, academic goals, and to assist the students with self-awareness in choosing a career. Allowing the students the opportunity to take assessment test on the internet, manually or orally in the classroom this has really empowered their personal perspective about their individual talents and skills to pursue in a possible career path as well as an academic choice. This is extremely important in choosing an educational path and career goal.
		SLO #1 (Umoren)	To increase reading comprehension and vocabulary building. Student will be given a list of 100 Latin and Greek roots. Student will be given a few minutes each class period to review list. Student will be given a pre-test and a post-test (each worth ½ a pt) to see how many Latin and Greek roots student learned. Please see attachment.	M. Umoren	Mean score on Latin & Greek Pre-Test: 15.6 / 50 pts = 31% average Mean score on Latin & Greek Post-Test: 42.6/ 50 pts = 84% average		Students who study and apply learning and memory aids discussed and practiced in class have historically performed well. There are some students whose learning disability may hamper performance such as Attention Deficit Hyperactivity Disorder (ADHD).
		SLO #2	Students will be able to analyze and critically evaluate different	Joann Jelly	Increase in percentage of student participating in discussion.	Participation quality and quantity increased as in 48 out of 50 students participated.	Increase in reminders and portfolio research earlier in session.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	ideas, arguments and point of views associated with career and life planning.	Joann Jelly	Increase in percentage of student participating in discussion.	Participation quality and quantity increased as in 48 out of 50 students participated.	Increase in reminders and portfolio research earlier in session.
					The majority of the class participated in the discussion opportunities		Participation in Discussions increased.
				Kathi Brant	All students scored within the 'passing' range	Students were required to write a paper on their experiences of interviewing community business people, putting their actual presentation together and working as a team	All students passed the class so I would probably not make any major changes in the future
		SLO #2 (Robles)	To be able to identify individual skills, talents and natural abilities to pursue as a possible career path and educational goal to transfer to a CSU or UC school. To enhance the possible career path by working independently using career assessment, online assessment, quizzes, and tests.	A. Robles	30 out of the 32 students completed college level work and produced college level work by presenting their possible career knowledge through a Power Point presentation, Poster presentation or a research paper all the information cited and researched. I was very enthusiastic to see the growth, career choices and academic planning in my students. I found that most of the students except 2 did not complete the class at college level standards as they completed the class with F's.	I had 34 students actively enrolled after first census - 2 students drop and 0 dropped by the instructor. So I had 90% of the students complete the course which equals to 10% retention.	I need to continue to work with the students via emails when the students are absent so they can get the information from the class notes or homework. Maybe post the lecture on my website. The students had a choice as a final project to present to the class a Power Point or Poster with a one page paper or 5 pages term paper of a career of their choice. The career had to fall into the guidelines of the Online Eureka assessment taken at the Transfer Center, Paper career assessment taken in class and online career research done at home. This information helped me solidify that my students choose a possible career to pursue and then began to plan an academic plan with their BCC counselor. The student are empowered by their personal strengths, skills, and talents discovered by completing a Meyer Briggs assessment as well as other assessments to enrich the lifelong learning process.
		SLO #2 (Umoren)	Student will review, research and write a vocational research paper on his or her prospective career.	M. Umoren	7 of 8 students completed assignment.		More lecture time spent on MLA format. Poor grammar cannot be resolved or lessened in one class but will be the byproduct of students taking more English composition courses.
		SLO #3	Students will be	Joann Jelly	48 out of 50 students participated in	48 out of 50 students	Increase in No. 11 above.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	able to demonstrate the ability to articulate positions orally and in writing.	Joann Jelly	career portfolio discussion with an average of 18/20points (total possible) and indicated greater understanding of the use of Career Portfolios/e Portfolios.	48 out of 50 students	Increase in No. 11 above.
					Rate of participation increased.		Plan to include reminders of the use of career portfolios and online research into ePortfolios, interest should increase
				Kathi Brant	All students passed the final with a grade of C or better	The final was a two-parter: oral which was the final mock interview, and: written. All students did well on both parts although for some the oral was easier than the written and vice versa	All students passed the course so any changes made would probably be minor in nature
		SLO #3 (Robles)	To be able to define individual skills, talents, and abilities to pursue a career path. To understand personal career goals, and plan an academic path to transfer successfully to CSU or UC school. To be able to evaluate alternative choices in their educational path, and define realize goals through personality assessments, personal career interviews with professional in their chosen career choice. The formal assessment will enrich student with the college	A. Robles	The students completed the class with an 60% of the class completed the class with a "A", 30% of the class completed the class with a "B", 5% completed the class with a "C" while 5% of completed the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	I had 34 students actively enrolled after first census - 2 students drop and 0 dropped by the instructor. So I had 90% of the students complete the course which equals to 10% retention.	I have implemented more guest speakers from other colleges, and BCC advocates. I believe this course is always very effective for students to grasp personal and career choices to pursue. It enlightens students with a lifelong career path to follow. It is important for students to realize that all class assignments, quizzes, midterm, homework, attendance, essays, participation and the final are all of utmost importance to being a successful college level student. I believe BCC is a great start to a positive educational career path.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (Robles)	essentials to be a successful college student, and the portfolio will provide the student with organizational tools needed to transfer or preparation for a career choice or interview.	A. Robles	The students completed the class with an 60% of the class completed the class with a "A", 30% of the class completed the class with a "B", 5% completed the class with a "C" while 5% of completed the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	I had 34 students actively enrolled after first census - 2 students drop and 0 dropped by the instructor. So I had 90% of the students complete the course which equals to 10% retention.	I have implemented more guest speakers from other colleges, and BCC advocates. I believe this course is always very effective for students to grasp personal and career choices to pursue. It enlightens students with a lifelong career path to follow. It is important for students to realize that all class assignments, quizzes, midterm, homework, attendance, essays, participation and the final are all of utmost importance to being a successful college level student. I believe BCC is a great start to a positive educational career path.
		SLO #3 (Umoren)	Complete 5 Personality Assessments (2 in-class; 3 online)	M. Umoren	8 out of 8 students completed personality assessments.		More discussion on the correlation between personality assessments vs. career choice. More emphasis on Realistic, Investigative, Artistic, Social, Enterprising and Conventional personality types (RIASEC).
	READ 100	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	Raymond Perea	83% of students enrolled completed the SLO at the 70% level or better. (5 of 6 students) one student failed to complete the SLO due to excessive absences.	Five of six students completed the course. 83%	Continued use of new textbook with increased utilization of associated web site to improve the course.
					Zero percent of students enrolled failed to complete the SLO. (2 students) One student stopped attending, and the other failed to complete all exercises at the 70% level.	50% retention (2 students) One student stopped attending, and the other completed the course , but failed to complete required assignments.	Continue using new textbook and increase usage of web site during lab sessions.
		SLO #2	Comprehend and analyze assigned	Raymond Perea	Five of six students successfully completed the SLO at the 70% level	83% 5 of 6 students completed the course.	Continued use of new textbook and increased usage of associated web site

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	Raymond Perea	or better. 83% One student failed to complete the SLO due to excessive absences.	83% 5 of 6 students completed the course.	during labsessions will improve the course.
					Zero students completed the SLO (2 students) one student stopped attending, and the other failed to complete all required exercises.	50% retention (2 students) One student stopped attending, and the other finished the course but failed to complete all required exercises.	Continue using new textbook and increase the usage of the web site during lab sessions.
		SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading comprehension and fluency.	Raymond Perea	Five of six students completed the SLO at the 70% level or better. 83% One student failed to complete the SLO due to excessive absences.	83% 5 of 6 students completed the course.	Continued use of new textbook and increased usage of web site during lab sessions will improve the course.
					Zero students completed the SLO. One student stopped attending and the other failed to complete all requirements. (2 students)	50% (2 students) One student stopped attending and the other finished the course, but failed to complete all requirements.	Continue using new textbook, and increase usage of the web site during lab sessions.
	READ 101	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.	Raymond Perea	100% of enrolled students completed the SLO at the 70% level or better. (Two students)	100% Retention (2 students)	Continued usage of new textbook and increased usage of web site during lab sessions will improve the course.
					66% of students enrolled completed the SLO (2 of 3 students)	100% retention All three students completed the course, but one failed to	100% retention All three students completed the course, but one failed to

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					66% of students enrolled completed the SLO (2 of 3 students)	complete all requirements.	complete all requirements.
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	Raymond Perea	c100% of students enrolled completed the SLO at the 70% level or better. (2 students)	100% retention (2 students)	100% of students enrolled completed the SLO at the 70% level or better. (2 students)100% of students enrolled completed the SLO at the 70% level or better. (2 students)
					Two of three students completed the SLO. 67% One student failed to complete all assignments.	100% Retention. All three students completed the course, but one failed to complete all assignments.	Continue using new textbook and increase usage of web site during lab sessions.
		SLO #3	Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading comprehension and fluency.	Raymond Perea	100% of enrolled students completed the SLO. (2 students)	100% of enrolled students completed the course. (2 students)	Continued use of new textbook and increased usage of web site during lab sessions will improve the course.
					67% of students enrolled completed the SLO (2of 3 students) One student failed to complete all requirements.	100% retention. One student failed to complete all requirements but completed the course.	Continue using new textbook and increase usage of web site during lab sessions.
	READ 102	SLO #1	Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, annotation, and	Raymond Perea	100% of all students enrolled completed the SLO. (four students)	All four students completed the course. 100%	Continue using the new textbook and increase usage of the web site during lab sessions.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	READ 102	SLO #1	organizing textual information, to increase comprehension and reading speed.	Raymond Perea	100% of all students enrolled completed the SLO. (four students)	All four students completed the course. 100%	Continue using the new textbook and increase usage of the web site during lab sessions.
					100% of enrolled students successfully completed the SLO at the 70% level or better. (7 students)	100% retention (7 students)	Continued usage of new textbook and increase use of web site during lab sessions.
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	Raymond Perea	100% of enrolled students successfully completed the SLO. (7 students)	100% of enrolled students successfully completed the course. (7 students)	Continued usage of new textbook and usage of web site during lab sessions will improve the course.
					All students completed the SLO. 100% (4 students)	100%	Continue using new textbook and increase usage of web site during lab sessions.
		SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote reading comprehension and fluency.	Raymond Perea	100% of enrolled students successfully completed the SLO. (7 students)	100% of enrolled students successfully completed the course. (7 students)	Continued usage of new textbook and increased use of web site in lab sessions will improve the course.
					All students enrolled completed the SLO. (4 students) 100%	100%	Continue using new textbook and increase usage of web site during lab sessions.
	RLGS 1	SLO #1 (1)	Communication (personal expression and information	Elmon Krupnik	96% of the students completed the course. The final grades for the students in this course were 9, A's,9,B's,5,C's,0,D and 1 F. Most		My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	RLGS 1	SLO #1 (1)	acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of ideas and concepts related to the course.	Elmon Krupnik	achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The four students that received F's did not take both exams.		My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.
				Krupnik, E.	93% of the students completed the course. The final grades for the students in this course were 15 A/s, 8 B's, 1 C and 2 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The four students that received F's did not take both exams.		My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.
		SLO #2 (2)	Creative, Critical, and Analytical Thinking OUTCOME: Identify primary similarities germane to the Bible and the world view it presents. RATIONALE: To exhibit the ability to analyze and critically think.	Elmon Krupnik	96% of the students completed the course. The final grades for the students in this course were 9, A's,9,B's, 5,C's, 0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board questions and were working on assignments during the last week		My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2 (2)	ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	Elmon Krupnik	of class.		My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.
				Krupnik, E.	93% of the students completed the course. The final grades for the students in this course were 15 As, 8 Bs, 1 C and 2 Fs. Most students achieved the goals of the class. Their grasp of the goals were evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received Fs two of them did most of the discussion board questions and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.
		SLO #3 (3)	Community/Global Consciousness and Responsibility OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own. RATIONALE: To expand and deepen sensitivity to the complex nature of the	Elmon Krupnik	96% of the students completed the course. The final grades for the students in this course were 9, A's,9,B's,5,C's,0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3 (3)	major Bible worldviews. ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	Elmon Krupnik	96% of the students completed the course. The final grades for the students in this course were 9, A's,9,B's,5,C's,0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.
				Krupnik, E.	93% of the students completed the course. The final grades for the students in this course were 15 As, 8 Bs, 1C and 2 Fs. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received Fs, two of them did completed most of the summaries and were working on assignments during the last week of class.		My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.
	SOCI 1	SLO #1	Compare and contrast the functionalist perspective, the conflict perspective, and the interactionist perspective. Students will demonstrate knowledge of the three major theoretical perspectives as	Dawn Howey	Average grade for this assignment was 98%.	There were 546 students on the original roster. 4 were dropped as No-Shows and there were 10 add codes given. Another 7 students were dropped at census. There were 34 students at the time of grade submission.	Target was met. Will change the assignment slightly to include more theory application.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	SOCI 1	SLO #1	evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, family.	Dawn Howey	Average grade for this assignment was 98%.	There were 546 students on the original roster. 4 were dropped as No-Shows and there were 10 add codes given. Another 7 students were dropped at census. There were 34 students at the time of grade submission.	Target was met. Will change the assignment slightly to include more theory application.
					Of the 30 enrolled students, over half the class scored in the 100% range (complete mastery of the skill) 73% of the students were at the above average level. Ten percent of the students scored in the emerging level. There were five students, or 17% of the class that did not complete the assignment.	There were 39 students enrolled on the first day of class. There were four students that requested add codes. At final grades, there were 30 students.	Need to address the 17% of the class that did not complete the assignment.
				Howey, D.	Average grade for this assignment was 96%. Only one student out of the 34 that completed the assignment scored in the C range, skill not demonstrated.	There were 50 students on the original roster. 6 were dropped as No-Shows. There were 45 students at the time of grade submission.	Target was met. Will change the assignment slightly to include more theory application.
		SLO #1 (Macias)	Student will be able to identify characteristics of social life and human behavior in social interaction, selected sociological concepts, the social structure and processes of institutions and communities, social stratification, and social change in contemporary society.	John Macias	The students were able to distinguish between a personal problem and a social problem, apply sociological theory to contemporary social problems, which influences all of society. This is evidenced by the 80% passing rate of the course.		The level of student writing needs to improve. I will create more essay questions that look at the links between theory of power and social class in order to get students to write more. Furthermore, attendance is crucial to passing this class. Most students attend regularly, however, some students, particularly athletes, feel as if they are entitled to miss class expecting to make-up work or turn in late assignments. I give a firm due deadline for research papers and I do not allow make-up exams. Someone needs to reinforce the attendance of academic courses by our student athlete population.
		SLO #2	Students will demonstrate a basic	Howey, D.	100% of the students that took the final exam were able to accurately identify 10 or more terms/concepts.		No changes.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	understanding of 10 general sociological concepts, including, but not limited to: sociological imagination, macrosociology, microsociology, dysfunction, culture, ethnocentrism, argot, Sapir-Whorf hypothesis, assimilation, cultural relativism, norms, ascribed and/or achieved status, social roles, socialization, resocialization, mass media, narcotizing dysfunction, dominant ideology, class, social inequality, stratification, race, racism, glass ceiling, contact hypothesis, gender, institutional discrimination, deviance, crime, social control, cohabitation, endogamy, exogamy.	Howey, D.	Average score for the final exam was 91%.		No changes.
					100% of the students that took the final exam were able to accurately identify 10 or more terms/concepts. Average score for the final exam was	There were two students that finished the course, but did not take the final exam	No changes.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					84%.	There were two students that finished the course, but did not take the final exam	No changes.
					100% of the students that took the final exam were able to accurately identify 10 or more terms/concepts. Average score for the final exam was 85%.		No changes.
	SOCI 2	SLO #1	Understand the dynamics of American social problems through a sociological perspective.	Dawn Howey	Average score for final exam was 95%	There were 40 students enrolled at the beginning of term. There were 35 students at the time of final grade submission. All students took the final exam	No changes will be made.
		SLO #2 (CRN 20127)	Relate their own perspective through an awareness of gender, racial, ethnic make-up, education and religious beliefs all which impact a self-awareness and understanding of what makes American society unique.	Dawn Howey	Average grade for this essay was 90% with only two students scoring under 80% (mastery)	There were 40 students enrolled at the beginning of term. There were 35 students at the time of final grade submission. There were 4 students that did not complete this assignment.	Continue to evaluate this SLO
		SLO #3	Relate theoretical concepts and link them with the realities of American social problems which focus on the uniqueness of the political and economic system.	Dawn Howey	Average grade for this essay was 93% with only one student scoring under 80% (mastery)	There were 40 students enrolled at the beginning of term. There were three add codes given. One student was dropped as a no-show. There were 35 students at the time of final grade submission.	Continue to evaluate this SLO
	SOCI 3	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Dawn Howey	82% of the students scored at or above the mastery level. Average score was 90%	There were 4 students who did not complete this assignment.	Continue to assess this objective. Next term will assess via objective test just to see if there is any difference.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					There were 86% of the class that performed at or above mastery level, with an average grade of 90%	There were six students that did not complete this assignment..	Continue to assess this objective. Next term will assess via objective test just to see if there is any difference.
		SLO #3	Students will demonstrate knowledge of financial management within the family structure.	Dawn Howey	92% of the students performed at or above mastery level. Average score was 97%. There were nine students who did not complete the assignment, and 3% that performed below mastery.	There were 48 students on original roster. There were 6 drops for no-show and 5 add codes given. There were 38 students at final grade submission.	Continue to evaluate this SLO
					Target of 75% average was met with average score of 78%. There were 23% that performed under master level.	There were 25 students on roster. There were 5 drops for no-show and 7 add codes given. There were 27 students at final grade submission.	Need to discuss this assignment more in class. Most of the students that scored below mastery level were mainly for not following the assignment directions. I would like to see the average over 80%
		SLO #4	Students will describe the various consequences of divorce to our society.	Dawn Howey	90% of the class performed at or above the mastery level.	There were 4 students that did not complete this assignment.	Continue to assess this SLO
					96% of the students scored in the mastery or above level. The average score for the assignment was 94%	There were three students that did not complete this assignment.	Continue to assess this SLO
	SPAN 1A	SLO #2	Demonstrate writing skills in form of a loosely unified 5-sentence paragraph.	D. Warda	The students successfully described their families including using related vocabulary, possessive adjectives, adjectives and verbs. Most students were able to use	I believe that there were 7 students who did not continue with the course	If I taught Spanish 1A again, I would have the students write 2 paragraphs in order for them to describe an individual person in each paragraph.
		SLO #3	Demonstrate speaking skills in a conversation.	D. Warda	Most students accurately answered the questions. Some struggled with pronunciation as well as verb conjugations.		For next semester, I would have the students do this kind of activity more often as I walk through the classroom listening to the answers. I will give specific feedback to the students as to their proper use of grammar and vocabulary.
		SLO #4	Demonstrate listening skills in a guided role-play and authentic dialogue tracks.	D. Warda	Most students demonstrated clear understanding of the questions asked by virtue of their ability to respond accurately in written form.		My plan is to ask more than 5 listening questions per multi-chapter exam.
	SPCH 1	SLO #1	Apply knowledge and	Bawden, S.	38/52 students enrolled earned 73% or higher on the final written and		Require written and oral audience critiques

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	SPCH 1	SLO #1	understanding of the basic principles of public speaking.	Bawden, S.	delivered speech project/presentation		Require written and oral audience critiques
				Conrad, D.	The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"... How would you rank your ability before the class: 3.7 How would you rank your ability after the class? 8.8 Average Improvement: 4.1 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 22; at the end of the class there were 20. Retained: 91%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 3.7 How would you rank your ability after the class? 8.5 Average Improvement: 54.8 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional		Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.		Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 3.7 How would you rank your ability after the class? 8.7 Average Improvement: 5.0 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 31; at the end of the class there were 27. Retained: 87%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 4.6 How would you rank your ability after the class? 8.6 Average improvement: 4.0 Analysis: This improvement means that on average students made significant progress in their active	At Census there were 29; at the end of the class there were 28. Retained: 96.5%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.

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					listening skills when it comes to attentiveness to speeches. Many students arrive in class with what they perceive as "average" or "about average" listening skills. Even a small improvement should translate into more effective listening skills when applied to classroom lectures (critical thinking), when students find themselves in situations related to the workplace (personal and professional development), and in other communication (interpersonal and public communication) situations generally. All of these link with the Core Competencies.	At Census there were 29; at the end of the class there were 28. Retained: 96.5%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
				Dennis Conrad	The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"... How would you rank your ability before the class? 4.4 How would you rank your ability after the class? 8.5 Average Improvement: 4.1 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 29; at the end of the class there were 24. Retained: 83%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
		SLO #2	Demonstrate improvement in the expression of thought and develop the	Bawden, S.	All of enrolled students prepared written outlines prior to each speech delivery		Require speech delivery from a prepared outline in lieu of notes and/or written speeches. Require student follow Monroe's Motivational Sequence when presenting persuasive speeches.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	organizational skills of a speaker.	Bawden, S.	All of enrolled students prepared written outlines prior to each speech delivery		Require speech delivery from a prepared outline in lieu of notes and/or written speeches. Require student follow Monroe's Motivational Sequence when presenting persuasive speeches.
				Conrad, D.	The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 3.5 How would you rank your ability after the class? 8.7 Average Improvement: 5.2 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.		Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 3.9 How would you rank your ability after the class? 8.6 Average Improvement: 4.7 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in	At Census there were 31; at the end of the class there were 27. Retained: 87%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 31; at the end of the class there were 27. Retained: 87%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
				Conrad, D.	The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 4.5 How would you rank your ability after the class? 9.0 Average Improvement: 4.5 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 22; at the end of the class there were 20. Retained: 91%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
				Dennis Conrad	The Question: With regards to "showing the expression of thought and the use of the organizational skills of a speaker"... How would you rank your ability before the class? 4.8 How would you rank your ability after the class? 8.7 Average Improvement: 3.9 Analysis: This improvement means that on average students made	At Census there were 29; at the end of the class there were 24. Retained: 83%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Dennis Conrad	significant progress in their expression of thoughts and organizational skills when it comes to speeches. This should translate into expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. All of these link with the Core Competencies.	At Census there were 29; at the end of the class there were 24. Retained: 83%	class.
		SLO #3	Actively listen to and analyze speeches.	Bawden, S.	Peer reviews/critiques were written by audience members following each delivered speech		50% of each audience was required to write a thorough critique following given criteria for each student's speech. The other 50% were given a check list to use to evaluate the classmates' performances. Improvements in individual presentations were observed as 29/52 scored 180/200 or higher on the final presentation; thus showing improvement through the listening/critique process.
				Conrad, D.	The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 5.4 How would you rank your ability after the class? 8.9 Average Improvement: 3.5 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations	At Census there were 29; at the end of the class there were 28. Retained: 96.5%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.

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				Conrad, D.	(communication) generally. These ideas link with the Core Competencies.	At Census there were 29; at the end of the class there were 28. Retained: 96.5%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 5.6 How would you rank your ability after the class? 9.4 Average Improvement: 3.8 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 31; at the end of the class there were 27. Retained: 87%.	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 5.7 How would you rank your ability after the class? 9.2 Average Improvement: 3.5 Analysis: This improvement means that on average students made very		Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
					significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.		class.
					The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"...How would you rank your ability before the class? 6.1 How would you rank your ability after the class? 9.1 Average Improvement: 3.2 Analysis: This improvement means that on average students made very significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These ideas link with the Core Competencies.	At Census there were 22; at the end of the class there were 20. Retained: 91%.	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
				Dennis Conrad	The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? 6.7 How would you rank your ability after the class? 9.2 Average Improvement: 2.5	At Census there were 29; at the end of the class there were 24. Retained: 83%	Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. Fall 2015, I plan to employ the updated packet from Spring 2014 with minor adjustments and

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
				Dennis Conrad	Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to attentiveness to speeches. Many students arrive in class with what they perceive as "average" or "above average" listening skills. Even a small improvement should translate into more effective listening skills when applied to classroom lectures (critical thinking), when students find themselves in situations related to the workplace (personal and professional development), and in other communication (interpersonal and public communication) situations generally. All of these link with the Core Competencies.	At Census there were 29; at the end of the class there were 24. Retained: 83%	modifications to assure students continue a sense of real confidence upon completing the Public Speaking class.
	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	Gregory Cheek	41 of 44 students picked either one of Covey's 7 habits and used that as the cognitive behavior or selected a behavior from looking the Out/Looking text. 41/44 students received a grade of 70% (C) or higher. 3 students received a grade of 60% or lower due to study habits.	Continue this activity in future Speech 3 classes! Great activity for student participation and interaction. Extremely successful and brings the written text to life for each student! 93% participation prior to 1st census and 100% after the 1st census! 41 of 44 students completed the assignment at least two days before the suspense. Three students dropped after the 1st census.	Move this assignment to the 3rd week of the semester. Try to help students stay in the class after the 1st census. This activity has increased the interaction of students by 25% over the past 5 semesters of Speech 3.
	TART 1	SLO #1 (Ross)	Analyze a script to define a character's objective, motivation and obstacle.	A. Ross	Students were to submit a Character Analysis form for assigned character in scene work. There were 43 questions regarding their character, some answers coming from the script and many coming from their own creativity based on what they know of the character. 61% of students actually submitted the assignment. Of those: ? 45% received an "A". ? 45% received a "B". ? 10% received a "C". 90% received a "B" or higher on their assignment.	19 students were enrolled and 1 dropped. This resulted in a retention rate of 95%. Or...95% of students enrolled completed the class.	This is a successful assignment. No changes are recommended at this time.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2 (Ross)	Understand and execute stage directions and blocking, develop awareness of proper vocal and movement techniques, and evaluate and utilize emotional, behavioral, sensory, and cognitive resources.	A. Ross	After students performed their final scene, they were scored by a rubric based on their ability to show a character's objective, motivation, and obstacle. 3 students didn't attend the final and a substitute took over their part so the other student would have a scene partner. Of the 15: ? 40% received a 4 out of 4. ? 20% received a 3 ? 13% received a 2 ? 27% received a 1 or 1.5 60% received a 3 or higher.	19 students were enrolled and 1 dropped. This resulted in a retention rate of 95%. Or...95% of students enrolled completed the class.	It is not possible to do all of the exercises needed for this class and also do 10 more scenes justice. In the future, multiple-person scenes will be investigated so that there are less scenes. This may mean that some students don't get as "meaty" a role, and it will still cause a problem is some students are absent a lot, but it's a possibility worth looking into.
		SLO #3 (Ross)	Understand and define theatre terminology.	A. Ross	Students are given terminology and it is reviewed in class for several days. ? 82% received an "A" ? 18% received a "C" 100% of students passed with the large majority receiving an "A."	19 students were enrolled and 1 dropped. This resulted in a retention rate of 95%. Or...95% of students enrolled completed the class.	No changes are recommended at this time.
	TART 3	SLO #1	Through objective examination and written work, identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.	A. Ross	Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. 27 students out of 37 completed the assignment. Of those: 26% received an A 19% received a B 30% received a C 44% received a B or higher 74% received a passing grade or higher	51 students were enrolled at the very start of the class and 14 dropped or were dropped by the instructor. 73% of those enrolled at the beginning of the semester completed the course. The retention rate for the class was 73%.	Although this is a successful assignment, there will still be another small modification made to the assignment instructions for even more clarity regarding the need for lyrical examples.
		SLO #2	Through objective exam, demonstrate a vocabulary of common theatre terms.	A. Ross	Course final is exclusively on theatre terminology 15% received an A 15% received a B 6% received a C 30% received a B or higher 33% received a passing grade or higher	51 students were enrolled at the very start of the class and 14 dropped or were dropped by the instructor. 73% of those enrolled at the beginning of the semester completed the course. The retention rate for the class was 73%.	A new textbook is being used for the Spring 2015 semester. The Final Exam will have to change to align with the new book. Scores for this assignment will be looked at with the next measurement.
	WARE 51	SLO #1	Analyze and understand major impacting	Andrew Henderson	Based on 1 to 4 level Rubrics (Critical Thinking) students that remained with class did achieve/demonstrate	60%	None at this time

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	WARE 51	SLO #1	functions and structures of most successful supply chains and determine a strategy to correct bottlenecks and draft procedures applicable to the scope.	Andrew Henderson	to the following knowledge (critical thinking): (1) Facts and theories. (2) Key facts/theories, and organized their relationships. (3) Synthesized information and examined assumptions. (4) Applied reliable information to issues within wider context.	60%	None at this time
		SLO #2	Able to compare and understand a variety of supply chain simulation models and explore the development of a globalized procurement market and the role of ecommerce.	Andrew Henderson	Based on 1 to 4 level Rubrics (Critical Thinking) students that remained with class did achieve/demonstrate to the following knowledge (critical thinking): (1) Facts and theories. (2) Key facts/theories, and organized their relationships. (3) Synthesized information and examined assumptions. (4) Applied reliable information to issues within wider context.	60%	None at this time. In place rubric appears to be correct mix for achievement of SLOs
		SLO #3	Able to create forecasting/production matrices and critically assess aspects of sound inventory management.	Andrew Henderson	Based on 1 to 4 level Rubrics (Critical Thinking) students that remained with class did achieve/demonstrate to the following knowledge (critical thinking): (1) Facts and theories. (2) Key facts/theories, and organized their relationships. (3) Synthesized information and examined assumptions. (4) Applied reliable information to issues within wider co	60%	None at this time.
	WARE 52	SLO #1 (Richardson 201407)	Identify and explain the various roles and functions of supply chain management	J. Richardson	4 of 7 student completed a quiz with 90% or higher, true/false, multiple choice and written definitions. 2 students failed the test, and 1 did not take it.	56% retention	Continue to bring in guest speakers to help students understand all aspects of careers and real life situations in supply chain management.
		SLO #2	Define and explain	J. Richardson	4 of 7 students were able to provide	56% retention	Will continue with group project,

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		(Richardson 201407)	reverse logistics.	J. Richardson	acceptable suggestions and solutions to the project and provide alternatives. They were able to justify their reasoning. 3 students did not participate.	56% retention	students were enthusiastic about working together to solve problems.
		SLO #3 (Richardson 201407)	Define a working supply chain management system for a company.	J. Richardson	4 of 7 students turned in the assignment. They used a minimum of 4 references and provided logical reasoning to validate their opinions.3 students did not participate in the exercise.	56% retention	Will keep this. Wonderful feedback from 4 students. They would like more similar scenarios. Entire class became more cohesive and began to speak out more during class to express their opinions. Great interaction.3 students did not attend that session.
	WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	P. Bremen	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.		The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.
		SLO #2	Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.	Bremen, Graham, Pitard	Students were able to perform operations properly during class while working welding project demonstrations for grading.	We had 30 students actively enrolled at first census, 1 was instructor dropped for non attendance. 97% retention. Of the 29 finishing the semester 25 passed with a grade of "C" or better.	Demonstrations, videos and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No changes are planned presently.
		SLO #3	Student will produce sound oxyacetylene welds.	Bremen, Graham, Pitard	Class performance thru attendance and participation are needed for successful completion of course.	We had 30 students actively enrolled at first census, 1 was instructor dropped for non attendance. 97% retention. Of the 29 finishing the semester, 25 passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 51	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding.	Bremen, Graham, Pitard	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	We had 19 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 18 finishing the semester, 17 passed with a grade of "C" or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.
		SLO #2	Student will be capable of properly setting	Bremen, Graham, Pitard	Students were able to perform operations properly during class while working welding project	We had 19 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 18	Demonstrations, videos and lectures on the operations are effective for student understanding and learning. As well,

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #2	up, adjusting, operating and shutting down shielded metal arc welding equipment.	Bremen, Graham, Pitard	demonstrations for grading.	finishing the semester 17 passed with a grade of "C" or better.	hands on operation.
		SLO #3	Student will produce sound shielded metal arc welds in the flat position.	Bremen, Pitard,	Students are successful when they are in class.	We had 19 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 18 finishing the semester, 17 passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 52	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing out of position shielded metal arc welding.	Pitard, Bremen, Graham	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	We had 12 students actively enrolled at first census, 0 were instructor dropped for non-attendance. 100% retention. Of the 12 finishing the semester all passed with a grade of "C" or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	Bremen, Graham, Pitard	Students were able to perform operations properly during class while working welding project demonstrations for grading.	We had 12 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 12 finishing the semester all passed with a grade of "C" or better.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.
		SLO #3	Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.	Pitard, Graham, Bremen	Class performance thru attendance and participation are needed for successful completion of course.	We had 12 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 12 finishing the semester all passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 53	SLO #1 (Bartholow)	Student will exercise the safety precautions necessary to avoid injury to self or property when performing Soldering, Brazing	Bremen, Graham, Pitard	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	We had 12 students actively enrolled at first census, 0 were instructor dropped for non attendance. 100 % retention. Of the 12 finishing the semester 10 passed with a grade of "C" or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	WELD 53	SLO #1 (Bartholow)	and Braze Welding.	Bremen, Graham, Pitard	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	We had 12 students actively enrolled at first census, 0 were instructor dropped for non attendance. 100 % retention. Of the 12 finishing the semester 10 passed with a grade of "C" or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.
		SLO #2A	Student will be capable of properly setting up, adjusting, operating and shutting down oxy/fuel equipment.	Bremen, Graham, Pitard	Students were able to perform operations properly during class while working welding project demonstrations for grading	We had 12 students actively enrolled at first census, 0 were instructor dropped for non attendance. 100 % retention. Of the 12 finishing the semester 10 passed with a grade of "C" or better.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.
		SLO #3A	Student will produce sound soldered, brazed, or braze welded joints.	Bremen, Graham, Pitard	Class performance thru attendance and participation are needed for successful completion of course.	We had 12 students actively enrolled at first census, 0 were instructor dropped for non attendance. 100 % retention. Of the 12 finishing the semester 10 passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 54	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas metal arc welding operations.	Bremen, Graham, Pitard	At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	We had 14 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 14 finishing the semester all passed with a grade of "C" or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.	Bremen, Pitard, Graham	Students were able to perform operations properly during class while working welding project demonstrations for grading.	We had 14 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 14 finishing the semester all passed with a grade of "C" or better.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.
		SLO #3	Student will produce sound gas metal arc welded joints.	Bremen, Graham, Pitard	Class performance thru attendance and participation are needed for successful completion of course	We had 14 students actively enrolled at first census. 0 were dropped. 100% retention. Of the 14 finishing the semester all passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 55	SLO #1	Student will exercise the safety	Bremen, Graham, Pitard	At outset of course students were informed of safety equipment they	We had 14 students actively enrolled at first census, 0 were dropped. 100% retention. Of	The results suggest that safety lectures and safety quizzes at the start of the

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
	WELD 55	SLO #1	precautions necessary to avoid injury to self or property when performing gas tungsten arc welding operations.	Bremen, Graham, Pitard	would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	the 14 finishing the semester 12 passed with a grade of "C" or better.	class, as well as continuing emphasis on using safety equipment is effective
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment.	Bremen, Graham, Pitard	Students were able to perform operations properly during class while working welding project demonstrations for grading.	We had 14 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 14 finishing the semester, 12 passed with a grade of "C" or better.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.
		SLO #3	Student will produce sound gas tungsten arc welded joints in both steel and aluminum.	Bremen, Graham, Pitard	Class performance thru attendance and participation are needed for successful completion of course.	We had 14 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 14 finished the semester 12 passed with a grade of "C" or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.
	WELD 56	SLO #1	Student is able to read and interpret the lines, symbols, and standards found on metals trade blueprints.	Ken Graham	Students seemed to be able to grasp the ideas presented in the lectures and are able to complete the chapter assignments. Additional visual aides may help to reinforce the ideas and details more clearly. Power points are presently used for some presentations	I had 21 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 20 finishing the semester 18 passed with a grade of "C" or better.	Students are able to understand the concepts presented, but additional reinforcement would be helpful through videos and other visual concepts
		SLO #2	Student is able to produce a three view drawing of an existing object.	Ken Graham	Actual hands on sketching and drafting drawings have helped the students to understand how to use blueprints by being able to know what they are looking at and what they are looking for. Improvement in grades indicates improvement in their overall skills.	I had 21 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 20 finishing the semester 18 passed with a grade of "C" or better.	Students show an understanding of what blueprints are and can identify the various items on a print such as welding symbols, dimensions, and other various symbols, etc.
		SLO #3	Student can identify the fabrication processes necessary to build	Ken Graham	Class performance thru attendance and participation are needed for successful completion of course. These completions show the students are able to apply what they	I had 21 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 20 finishing the semester 18 passed with a grade of "C" or better.	Use of more visual techniques should help in understanding the concepts of the language of industry through blueprints and how they apply to the fabrication of objects.

Reporting Period	Course ID	SLO Name	SLO	Instructor	Assessment Result	Retention Information	Follow-Up
		SLO #3	an item from a three view metals trade blueprint	Ken Graham	have learned and are ready to progress to more.	I had 21 students actively enrolled at first census, 1 was instructor dropped for non attendance. 95% retention. Of the 20 finishing the semester 18 passed with a grade of "C" or better.	Use of more visual techniques should help in understanding the concepts of the language of industry through blueprints and how they apply to the fabrication of objects.
	WELD 57	SLO #1	Inspect and perform repair welding processes on existing welded items.	Bremen, Graham, Pitard	Students demonstrated knowledge and use of various welding processes.	We had 6 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 6 finishing the semester all passed with a grade of "C or better.	Using all of the welding processes available students are clearly able to show understanding of what they have learned.
		SLO #2	Students will fabricate complex and useful welded projects from blueprints.	Bremen, Graham, Pitard	Students show ability to apply blueprint reading understanding and welding processes to practical experience.	We had 6 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 6 finishing the semester all passed with a grade of "C" or better.	Students are encouraged to bring in their own projects to construct as well as class projects that may be assigned.
		SLO #3	Students will produce sound welds utilizing many various welding processes.	Bremen, Graham, Pitard	Attendance is a key factor in successful completion	We had 6 students actively enrolled at first census, 0 were dropped. 100% retention. Of the 6 finishing the semester all passed with a grade of "C" or better.	Addition of Certified Welding Inspector enables students to aquire AWS certification.
	WKFC 104	SLO #1	Identify internal and external stressors.	Denise Pasley	Students successfully identified stressors in their lives. Based on their responses, they were able to articulate what cause them stress and how they can avoid them. Of the students that took the final (71%), all of them were able to discuss the concept at 70% or better. The remaining 29% were unsuccessful because they either did not respond to the question or did not take the final exam.	The rate of retention for this class is 27 out of 35 or 77%.	The above data indicates that it is not the presentation of the material that has caused a reduction in student understanding, but rather it is the students' understanding that the final exam must be taken in order to pass the class. I will add an assignment in the discussion board that requires students to read the syllabus requirements and answer questions specifically about taking the final exam.
		SLO #2	Use self-diagnosis as a strategy for determining how their time is spent than level of stress.	Denise Pasley	70% of the students who completed the course were successful at completing the Smart Goals Worksheet. In this midterm project the students tracked the way they used their time and were able to link the time spent to their level of stress. The remaining 30% did not submit an assignment and were dropped from the course.	The rate of retention for this class is 27 out of 35 or 77%.	The data above indicates that the SMART Goals worksheet is very successful for those students who completed the assignment. The students are able to the worksheet as a strategy for evaluating their time to help manage their stress. I will continue to use this worksheet the next time this course is presented by me.
		SLO #3	Justify the	Denise Pasley	Students were asked to discuss how	The rate of retention for this class is 27 out	The above data indicates that it is not

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		SLO #3	benefits of effective time and stress management and its impact on maintaining positive personal and professional relationships.	Denise Pasley	managing time will make their lives more possible. 71% of the students were able to express in writing successfully how they would use one or more of the techniques to make their lives more productive. 7% of the students did not respond to essay question #1. The remaining 22% of the students did not take the final exam.	of 35 or 77%.	the presentation of the material that has caused a reduction in student understanding, but rather it is the students' understanding that the final exam must be taken in order to pass the class. I will add an assignment in the discussion board that requires students to read the syllabus requirements and answer questions specifically about taking the final exam.
	WKFC 50D	SLO #1	Demonstrate the ability to interpret information and instructions presented in both written and verbal form, and to communicate effectively in on-the-job situations using written skills that demonstrate critical thinking skills and problem solving skills.	C. Ulibarri	90% of the class completed their final exam and did exceptionally well. They seemed to have retained the information and to understand the concepts of the course. The remaining 10% neglected to turn to even attempt the final exam.	43 students were enrolled in this course –9 students were dropped after the first census. This resulted in 34 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	The above data indicates that either with the Holidays or just with the time of the year, this semester was really rough for my students in this course.
		SLO #1 (Ulibarri)	Have opportunities for critical thinking and give both the student and myself the ability to see what the students have learned that week. It is also nice to see the students respond and have discussions with one another on their differences as well as the things they agree on.	C. Ulibarri	75% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material and that they were able to understand how effective communication is in all aspects. The remaining 15% neglected to turn in either one or both of their essays.	43 students were enrolled in this course –9 students were dropped after the first census. This resulted in 34 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	The above data indicates that either with the Holidays or just with the time of the year, this semester was really rough for my students in this course.
		SLO #3	Understand	C. Ulibarri	95% of the students were successful	43 students were enrolled in this course –9	I have had much success with my

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		SLO #3	principles of effective relationship skills with teammates and supervisors, demonstrate the ability to work on a team, show appropriate leadership skills, and be able to recognize and understand workplace issues such as sexual harassment, stress, and substance abuse.	C. Ulibarri	in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5% neglected to submit the discussion questions in weekly which really hurt their grade.	students were dropped after the first census. This resulted in 34 students completing the course or 89% retention. The students that stuck it out did were mixed. Most of them did a great job on all of the assignments, but this is the first semester that I have had so many students NOT complete assignments. I am not sure if it is because of the Holidays or what.	discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.