

Assessment Results/Fall 2015

All Disciplines

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
2015-2016 (Fall 2015)	ACCT 1A	SLO #1 (Vasconcellos)	Completion and understanding of accounting cycle: journalizing, posting, adjustments; post-closing trial balance; balance sheet and income statement.	Data collected reflected less than half of participants understood accounting cycle by mid semester.	Subsequent testing revealed by final exam students acquired a 83% understanding of cycle.	None
				Term project emanated from first exam, the latter being an in-depth study of the accounting cycle. Exam results showed over seventy-nine percent lack of understanding; however, final project identified eighty-seven percent comprehension.	Project is a "work in progress" given that subsequent classes in accounting will incorporate learning modules into existing project. Term project in spring, therefore, will exhibit advanced topics acquired during the second semester.	None
		SLO #2 (Vasconcellos)	Creation of financial statements for external reporting purposes	Substantial improvement noted as five-eighths of students could both compile and interpret financial statements by end of semester. Onset of semester witnessed less than 10% comprehension.	Continue incorporating aforementioned advanced topics and inclusion of "personal" financial statement creation.	Introduction of advanced topics covering ratio analysis, examination of publicly traded company's financial report, and creation of "personal" financial statements highlighted this objective.
				Target set for at least two-thirds comprehension, yet only 20% understood. Toward end of course data indicated a near perfect level of comprehension.	Continue incorporating aforementioned advanced topics and inclusion of "personal" financial statement creation.	Introduction of advanced topics covering ratio analysis, examination of publicly traded company's financial report, and creation of "personal" financial statements highlighted this objective.
		SLO #3 (Vasconcellos)	Understanding various forms of business ownership	Students adopted model of business ownership based through discussion board postings. Each week questions pertaining to course lesson were incorporated into the business model for applicability and content.	Cross-teaching of topics related to business external to accounting will serve to enhance existing pedagogy.	Inclusion of overview of business ownership practices utilized in private sector.
	ACCT 1B	SLO #1	Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital stock transactions,	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+ (95%), excludes 3 non-submitted paper. 19/20 or 95% of the students were successful with the written essay and	No changes need to be made to the course for this particular SLO written assignment.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.

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	ACCT 1B	SLO #1	investment in stocks, bonds and financial statement analysis).	1/20 or 5% scored 70% (due to an incomplete assignment). Two of the three students not submitting the written assignment later failed the course. The student losing points on this SLO Written Assignment had an incomplete assignment.	No changes need to be made to the course for this particular SLO written assignment.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.
		SLO #2	Identify various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis.	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+ (95%), excludes 3 non-submitted paper. 19/20 or 95% of the students were successful with the written essay and 1/20 or 5% scored 70% (due to an incomplete assignment). Two of the three students not submitting the written assignment later failed the course. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO.	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#2 when students submit the SLO Written Assignment, which leads to mastering the identification of various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis. Students not submitting the SLO written assignments received multiple reminders.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	Measurable 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 63%. 22/24 or 92% students completed the quiz. (Many of the problems were not attempted, the 0/F scores are included in the 63% pass rate) This is an unacceptable pass rate percentage; at the same time, the amount of non-attempted quiz problems was unacceptable.	No changes need to be made to the course for this particular SLO written assignment.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.
	ACCT 5	SLO #1	Incorporating managing of personal and family affairs such as budgeting, money management, and other principles	From Moodle Grade book	Last term, I believe there were probably two reasons for so many leaving. The first was because the text cost of \$258. Many students might have felt it was too expensive. I talked over with the	This was the first time this class was instructed.

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	ACCT 5	SLO #1	such as: good buying, banking, insurance and investments.	From Moodle Grade book	<p>Book store if they could also offer students a rental arrangement which I know some students would have done. The second reason was because the two midterm problems were very intensive. These paper required students to use math which is part of the ACCT5 criteria which some students decided not to do. That is when only 30 students remained (this represented 10 more students than I had during the Spring 2015 term) who were willing to complete the two midterm papers. I chose paper midterms rather than an exam because students need to experience personal finance issues at hand the emphasis on this class was more on practice than tests. There was only one final exam at the end of the term that was required. Having 10 extra students complete the ACCT5 class was a wonderful accomplishment this term.</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, the grades</p>	This was the first time this class was instructed.

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	ACCT 5	SLO #1	Incorporating managing of personal and family affairs such as budgeting, money management, and other principles such as: good buying, banking, insurance and investments.	From Moodle Grade book	<p>show that many students did fairly well. Those students who remained in class did most of the work so their grades were higher than the grades I have in ECON 1 and 2. I believe in this class that with assignment work there are not many right or wrong answers which I believe that most of the grades below comes from work submitted or not submitted, rather than from answering the question right or wrong. It has become more of a Pass/Fail class.</p> <p>A's = 20/30 = 67% B's = 8/30 = 3% C's 2/30 = 1% D's = 3/30 = 1% 0 ~ F's</p>	This was the first time this class was instructed.
		SLO #2	Budgeting and how to use a budget through creating savings and eventually having enough savings put aside to have a down payment towards borrowing from a financial institution to purchase a home.	From Moodle ~ 29/30 responses = 97% response ~ of those students who remained and not dropped by me or leaving themselves most students met this work assignment. I have more contributions from these assignments that I do from both ECON 1 and 2.	Second time teaching this class. I made several changes with the class to keep students from dropping. These changes kept 10 more students in class which I think was a great improvement.	Second time teaching this class with several improvements.
		SLO #3	An individual wants to purchase a home worth 190,000 if he needs 25% to purchase it how much would he need. And what is the best time and interest rate (using the present interest rates for each yearly plan would be his monthly payments. What would you advise him to do whether it is to purchase or continue	Taken from Moodle 28/30 responses = 93%	Second time teaching this class. The changes I made from the first time I taught ACCT 5 keep more students from being dropped or leaving. This improvement was very striking and I only hope over time to have more students complete ACCT 5.	What was great the second term was to have 10 more students or have the class grow from 20 students last term to 30 this term. This suggests a dramatic improvement of students who began and completed the course the second time taught.

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		SLO #3	renting after calculating the best year and monthly payment schedule you would recommend?	Taken from Moodle 28/30 responses = 93%	Second time teaching this class. The changes I made from the first time I taught ACCT 5 keep more students from being dropped or leaving. This improvement was very striking and I only hope over time to have more students complete ACCT 5.	What was great the second term was to have 10 more students or have the class grow from 20 students last term to 30 this term. This suggests a dramatic improvement of students who began and completed the course the second time taught.
	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.	Of the 16 students enrolled on the first day, 15 students were successful in meeting this SLO. The one student who did not master this SLO was an ESL student who resisted using the tools on Microsoft Word, and preferred seeking answers from others in the classroom. Changing the marking system by making the midterm and the final worth 50% of the students' grade, mitigated the impact of copying other's work as a strategy to pass this class.	Students want to write one edition of an assignment, then be finished. This instructor will continue to insist upon mandatory rough drafts prior to final copy.	Mandatory rough drafts where the instructor provided guidance helped transfer the responsibility for learning from the teacher to the student. In prior assessments this instructor was editing the students' work, and the students were not learning how to edit.
		SLO #2	Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence.	Of the 16 students enrolled on the first day, 15 students mastered this SLO. The one student who did not master this SLO was an ESL student who resisted using the tools on Microsoft Word, and preferred seeking answers from others in the classroom. Changing the marking system by making the midterm and the final worth 50% of the students' grade, mitigated the impact of copying others' work as a strategy to pass this class.	As with the first SLO, students need to understand that writing is a process and that the first draft usually requires multiple drafts.	The students benefit from teacher modeling and visual examples. The use of a T chart improved students' ability to perform the analysis in their writing.
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	Of the 16 students enrolled on the first day, 15 students mastered this SLO. The one student who did not master this SLO was an ESL student who resisted using the tools on Microsoft Word, and preferred seeking answers from others in the classroom. Changing the marking system by making the midterm and the final worth 50% of the students' grade, mitigated the impact of copying other's work as a strategy to pass this class.	This instructor will continue to make rough drafts mandatory, and will use the students' grammatical errors as curriculum to be taught in future lessons.	This was the first semester all daily rough drafts were mandatory. This led to the students performing more self-analysis and thus they were less dependent upon the instructor.
	ACSK 151	SLO #1	Student will create original examples of	Of the 4 students enrolled on the first day 1 student mastered this SLO. The two	The students were initially shocked when they had to edit their own	Students were required to turn in their rough drafts then perform revisions

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	ACSK 151	SLO #1	figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	students who did not master this SLO were dropped from the course due to poor attendance as per the syllabus. The remaining student did not want to use the tutoring service and resisted completing assignments in the classroom.	writing. By the end of the semester, the students were accepting that their first edition usually required revisions.	before creating a final copy.
		SLO #2	Student will locate information from college texts and summarize in paragraph form the essential points made by the text book author.	Of the 4 students enrolled on the first day 1 students mastered this SLO. The two students who did not master this SLO were dropped from the course due to poor attendance as per the syllabus. The remaining student did not want to use the tutoring service and resisted completing assignments in the classroom.	Students need direct instruction on how to summarize instead of copying data from sources.	Students were given visual examples of plagiarism vrs. summary. This reduced the incidences of unintentional plagiarism.
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs.	Of the 4 students enrolled on the first day 1 students mastered this SLO. The two students who did not master this SLO were dropped from the course due to poor attendance as per the syllabus. The remaining student did not want to use the tutoring service and resisted completing assignments in the classroom.	This instructor would keep the sequencing of instruction the same as the students needed review on how to organize a paragraph. This skill is a prerequisite to connecting 2 paragraphs.	Students began working towards mastery of this SLO on week 4.
	ACSK 152	SLO #1	Students will choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits their intended purpose.	Of the 4 students enrolled in this class, 1 mastered this assessment. 1 student never attended, 2 students were dropped due to low attendance levels.	The data from this class is very limiting due to the very small subject sample.	Students needed to hand in a rough draft, then during the following class, edit their work. Students easily selected the form of writing that suited their intended purpose. Students has initial discomfort with changing the writing styles, but with increased exposure their discomfort levels decreased.
		SLO #2	Students will compose a persuasive paragraph, stating a clear position or perspective in support of a proposition.	Of the 4 students enrolled in this class, 1 mastered this SLO. 1 student never attended, 2 students were dropped due to low attendance levels.	Graphic organizers help the writing skills of this one particular student.	A new graphic organizer was introduced to provide visual supports for the students.
		SLO #3	Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay.	Of the 4 students enrolled 1 students mastered this SLO. 1 student never attended, 2 students were dropped due to low attendance levels.	Editing will continue to be part of the daily practice as this activity increases student analysis.	Editing was part of the daily practice in this class. The one student became aware that her writing skills increased when she first put her ideas on paper, then check her work for grammatical errors. This skills will improve her performance across the curriculum.

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	ACSK 153	SLO #1	Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Of the 17 students enrolled on the first day, 14 students mastered this assessment. One student was dropped from the course due to lack of attendance, 2 students did not master this concept. One student had poor attendance, the other student did not remember any estimation practice from prior high school math instructors. This student also refused to participate in the tutoring program and stated she would get help from family members. Students achieved 75% on quizzes.	The instructor will use Xtra Math earlier as this free online program helps with basic fact recall. I came in the middle of school semester, I will implement new strategies in the Spring semester.	The instructor used Learn Zillion and Extra Math as free online tools that helped students with fluency 13/15 85%
		SLO #2	Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.	Of the 17 students enrolled on the first day, 14 students mastered this assessment. One student was dropped from the course due to lack of attendance, 2 students did not master this concept. One student's poor work completion lead to her lack of understanding. The other student would not practice this skill outside of the instructional time. She needed additional instruction to retain the information taught in class. Of the 18 students, 7 mastered this assessment. 6 students moved to 154. 3 students no show.	Cooperative learning groups helped most of the students master this SLO. New plan will implement next semester.	Students were given reviews of prior instruction and were encouraged to work in cooperative learning groups. Don't know.
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of whole numbers.	Of the 17 students enrolled on the first day, 14 students mastered this assessment. One student was dropped from the course due to lack of attendance, 2 students did not master this concept. One student was dropped from the course due to lack of attendance. A second student did not complete practice assignments regularly, and this lead to her lack of mastery. A third student had regular attendance, but had difficulty retaining information. This student refused to attend Barstow College tutoring programs.	Students who need additional spiraling instruction, benefit from the tutoring program. Highlighters and cooperative learning are effective teaching strategies.	Students used highlighters to demonstrate which data was relevant. This helped most students ignore the information that was irrelevant.

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				Of the 18 students, 7 mastered this assessment. 6 students moved to 154. 3 students no show.	New plan will be implemented next spring semester.	NA
	ACSK 154	SLO #1	Students will estimate percents given fractions and evaluate the reasonableness of their educated guess	Of 8 students 1 dropped due no show. All students mastered their work assignments.	New plan will be implemented next semester.	NA
				Of the six students enrolled, one student was dropped due to low attendance and two students did not master this skill due to lack of completion of work assignments.	Motivated students were successful with this SLO.	Students had access to their scores on practice assignments quickly. This almost immediate feedback helped many students become successful. The two students who did not pass this SLO were not willing to take work to the tutoring center, nor were they willing to stay after class for additional help.
		SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems.	Of the six students enrolled, one student was dropped due to low attendance and two students did not master this skill due to lack of completion of work assignments.	Learn Zillion has some videos that help students, but not all videos were reported to be beneficial.	Students required many visuals to master and retain this SLO. Some of Learn Zillion's videos were reported to be very helpful for the students.
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of fractions.	Of 8 students enrolled, 1 dropped due to no show. All students master the SLO.	New plan will be implemented next semester.	NA
				Of the six students enrolled, one student was dropped due to low attendance and two students did not master this skill due to lack of completion of work assignments.	Students who are struggling require stricter supervision to avoid the temptation of copying instead of learning.	Students were given the opportunity to work in cooperative learning groups, but some students, the ones who did not pass, used these groups as a copying opportunity and thus did not master this SLO
	ACSK 155	SLO #1	Students will create algorithmic representations of ratios and proportions based on real-world word problems.	Of 6 students 1 moved to 154 and 1 dropped. All students mastered SLO.	New plan next semester.	NA

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				Of the 10 students enrolled on the first day 9 students mastered this objective. The one student who did not master this SLO began missing assignments. This lack of practice lead to her inability to retain newly taught concepts.	The use of spiraling instruction is an effective teaching style and will be implemented again.	This course was taught using a spiral curriculum to help students maintain the skills taught throughout the semester.
		SLO #2	Students will analyze data displays and explain how the information can be reported as either fractions, decimals or percents.	All students mastered SLO.	New plan for next semester.	NA
				Of the 10 students enrolled on the first day 9 students mastered this objective. The one student who did not master this SLO began missing assignments. This lack of practice lead to her inability to retain newly taught concepts.	The rate of teaching and spiraling the curriculum was effective for most students in this math class.	This class was excited about their math achievements. This sense of accomplishment is likely to help these students master Math 101.
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving operations of decimals and percents.	All students mastered SLO.	New plan for next semester.	NA
				Of the 10 students enrolled on the first day 9 students mastered this objective. The one student who did not master this SLO began missing assignments. This lack of practice lead to her inability to retain newly taught concepts.	This instructor will use the videos that Students rated beneficial and avoid the videos that students stated were confusing in the Learn Zillion Program.	Students initially used the Learn Zillion Math program. The videos in this program gave a good review of taught concepts.
	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.	1/1 student read aloud every two weeks to instructor. His reading level went up by half of a grade only.	This semester, I had one student in the class and he is legally deaf. He had strong oral skills and used a hearing aid set from student services. However, he did not have a prescribed hearing aid and this made oral and receptive instruction difficult. Since reading is his problem, reading instructions were also difficult. However, the	No changes made.

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	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.	1/1 student read aloud every two weeks to instructor. His reading level went up by half of a grade only.	main reason he did not achieve more was because of excessive absences.	No changes made.
		SLO #2	Students will demonstrate vocabulary strategies for literal comprehension at students' independent reading level.	1/1 student met this goal with 70% accuracy over 4 weeks.	I will continue with these strategies.	New strategies were used because student was deaf and the only one in the class.
		SLO #3	Students will synthesize vocabulary understanding in new and different learning situations based on their individual instructional reading levels.	1/1 student score less than 70% during online vocabulary and comprehension instruction.	I believe the program and activities are pedagogically sound. However, the student's lack of attendance and outside practice hindered his progress dramatically.	A new online program was used.
	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.	5/5 students read with 86% accuracy or better from their informational textbook.	I will continue with this method of instruction and evaluation.	I spent more time instructing from the textbook than previously.
		SLO #2	Students will demonstrate vocabulary strategies to make inferences at student's independent reading level.	5/5 students scored at 82% or higher on their vocabulary.com practice and mastery activities.	Vocabulary.com is an excellent resource. It would be an excellent purchase for the college to support struggling learners by providing reports to teachers. Currently, I have to look at each students' individual computer to see their progress. If the college purchased a license, I could easily manage all three classes with ease.	I selected key vocabulary from their novel, The Giver, and created a list on vocabulary.com for students to practice several times each week. They practiced both in class during lab hours and outside of class as homework.
		SLO #3	Students will uncover	5/5 students scored higher than 85%	No changes planned.	No changes made

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		SLO #3	and exemplify how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	accuracy	No changes planned.	No changes made
	ACSK 158	SLO #1	Students will clarify an understanding of text by creating outlines, logical notes, summaries, or reports.	4/4 students scored 85% or higher on their weekly summaries	Will continue with this successful strategy.	No changes made
		SLO #2	Students will describe the major elements of fictional story from text and provide an explanation as to the reasonableness of their answers.	4/4 students scored above 80% on all quizzes	Will continue with strategy	No changes made
		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.	4/4 students scored 90% and above	No changes planned.	This is a new novel we are using with new chapter questions and exams. Students were highly engaged with the story and applied the information at very deep levels. This book and the accompanying materials will be used next semester.
	ADJU 1	SLO #1	Analyze basic concepts of the American justice system and evaluate the impact of cultural awareness on the American criminal justice system in the United States and abroad.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. 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.	No changes were recommended from the previous assessment. However, I was more conscientious about administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate.
		SLO #2	Evaluate the complexity of social, political, and	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions	The above indicates that no change is necessary. I will continue to reinforce student learning	No changes were recommended from the previous assessment. However, I was more conscientious about

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		SLO #2	economic systems and problems and develop ways to contribute to the solution of such problems as they involve law enforcement, courts and corrections,	satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.	administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate.
		SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. 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.	No changes were recommended from the previous assessment. However, I was more conscientious about administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate.
	ADJU 14	SLO #1	Identify basic philosophies behind corrections and discuss recent trends.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. However, a closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.	No changes were recommended from the previous assessment.
		SLO #2	Discuss the relationship of corrections with other parts of the justice system as it relates to its role within the system.	Students completed an essay assignment that addressed this SLO and more than 70% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 70% of the course addressed questions relating to this SLO	The above indicates that no change is necessary. However, a closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning	No changes were recommended from the previous assessment.

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		SLO #2	Discuss the relationship of corrections with other parts of the justice system as it relates to its role within the system.	satisfactorily both in the discussion board area, as well as on the final exam. It should be noted that 12 students did not complete the course for various unknown reasons.	outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.	No changes were recommended from the previous assessment.
		SLO #3	Demonstrate an understanding of employment opportunities and entry level requirements into the justice system.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. However, a closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.	No changes were recommended from the previous assessment.
	ADJU 16	SLO #1	Distinguish between and identify various methods, practices and theories related to the custodial supervision of incarcerated individuals.	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	No changes were recommended since the last assessment.
		SLO #2	Discuss issues related to custodial control and identify appropriate actions custodial staff may take if and when a crisis situation arises.	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	No changes were recommended since the last assessment.
		SLO #3	Describe interactions as they might occur between the offender and correctional staff in day to day operations, as well as	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or	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.	No changes were recommended since the last assessment.

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		SLO #3	in crisis situations.	higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	No changes were recommended since the last assessment.
	ADJU 2	SLO #1	Analyze the procedures involved in the United States justice system from arrest to release.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. 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.	No changes were recommended from the previous assessment. However, I was more conscientious about administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate as compared to the last time this course was taught.
		SLO #2	Examine the defendant's rights, as well as recognize various Supreme Court decisions that have effected the justice system, as it relates to the rights of the defendant.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. 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.	No changes were recommended from the previous assessment. However, I was more conscientious about administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate as compared to the last time this course was taught.
		SLO #3	Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.	Students completed an essay assignment that addressed this SLO and more than 80% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 80% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam.	The above indicates that no change is necessary. 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.	No changes were recommended from the previous assessment. However, I was more conscientious about administratively withdrawing in active students and noticed that this did have a positive impact on the course pass completion rate as compared to the last time this course was taught.
	ADJU 3	SLO #1	Evaluate basic concepts of criminal	Utilized a 50 question multiple choice final exam in which all questions could be	The above indicates that no change is necessary. However, a	No changes were recommended from the previous assessment.

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	ADJU 3	SLO #1	law in America and analyze and discuss the basic procedures and rules of evidence that apply to almost all criminal cases.	<p>directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. 60% of the class earned an 80% or higher on their final exams. 80% earned a 70% or higher.</p> <p>80% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 24% of students scored between a 60 and 68% and 2, or 5% of the students failed with a 58% or lower. Several students did not complete the course.</p>	<p>closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.</p>	No changes were recommended from the previous assessment.
		SLO #2	Examine specialized terms associated with the criminal law in America.	<p>Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. 60% of the class earned an 80% or higher on their final exams. 80% earned a 70% or higher.</p> <p>80% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 24% of students scored between a 60 and 68% and 2, or 5% of the students failed with a 58% or lower. Several students did not complete the course.</p>	<p>The above indicates that no change is necessary. However, a closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.</p>	No changes were recommended from the previous assessment.
		SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	<p>Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. 60% of the class earned an 80% or higher on their final exams. 80% earned a 70% or higher.</p> <p>80% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 10, or 24%</p>	<p>The above indicates that no change is necessary. However, a closer look at student activity throughout the course should help to catch and retain students that desire to remain. It will also help to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to</p>	No changes were recommended from the previous assessment.

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		SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	of students scored between a 60 and 68% and 2, or 5% of the students failed with a 58% or lower. Several students did not complete the course.	the SLO on the final exam.	No changes were recommended from the previous assessment.
	ADJU 4	SLO #1	Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	Utilized a 20 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. More than 70% of the class passed the comprehensive multiple choice final exam with an 80% or higher. 4 students, or 10% did not take the final exam and as a result failed the course.	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.	Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away with the writing assignment as it will prove beneficial to students in their careers.
		SLO #2	Interpret the rules of evidence based on state law, federal law and prior case decision.	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away with the writing assignment as it will prove beneficial to students in their careers.
		SLO #3	Draw conclusions between the exclusionary rule, search and seizure and direct vs. circumstantial evidence.	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away

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		SLO #3	Draw conclusions between the exclusionary rule, search and seizure and direct vs. circumstantial evidence.	Utilized a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. 90% of the class passed the comprehensive multiple choice final exam with a 70% or higher. 4 students, or 12% did not take the final exam and as a result failed the course.	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.	with the writing assignment as it will prove beneficial to students in their careers.
	ADJU 5	SLO #1	Examine the interrelationships and roles of criminal justice personnel, agencies and the public in community relations and evaluate the importance of their interaction within the community.	<p>Of the 37 active students, 23 students completed the writing assignment. 17 of the 23 students, who completed the writing assignment, received full credit – 50/50 or 100%. 5 of the 23 students, who completed the assignment, received 0 to 45 points for turning in the assignment late or having problems with the assignment.</p> <p>14 of the 37 students received 0%, since they failed to submit the assignment.</p> <p>Of those who completed the assignment (approximately 60%), it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.</p>	Continue with numerous reminders regarding writing assignments, to encourage increased participation. Routinely update assignment to address current topics.	<p>Emails and numerous online postings have contributed to the retention rate increase from the prior semester. Only 1 student was dropped from the class, compared to 4 students the prior semester.</p> <p>There have been numerous postings, email reminder, and contacts with students regarding the writing assignment, which appears to keep students engaged.</p>
		SLO #2	Differentiate between public relations and community relations.	Of the 37 active students, 35 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 2 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were able to define the learning outcome while debating the topic.	Continuously updating the current topic to address the SLO and provide additional media. Continue to send reminders and emails to encourage participation.	Additional emails and reminders were sent to students to increase participation. Addressing the SLO with current topics allowed students to relate to the subject matter and become more engaged in the lesson.
		SLO #3	Evaluate psychological factors affecting police-community relations and examine proper communication skills in police/community	Of the 37 active students, 35 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 2 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment,	Continue with numerous reminders regarding writing assignments, to encourage increased participation. Routinely update assignment to address current topics.	Emails and numerous online postings have contributed to the retention rate increase from the prior semester. Only 1 student was dropped from the class, compared to 4 students the prior semester. There have been numerous postings,

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	interaction.	it was apparent they understood the assignment and were able to define the learning outcome while debating the topic.	Continue with numerous reminders regarding writing assignments, to encourage increased participation. Routinely update assignment to address current topics.	email reminder, and contacts with students regarding the writing assignment, which appears to keep students engaged.
	ADJU 6	SLO #1 (Beshears)	Interpret basic concepts of law enforcement services and evaluate existing procedural problems with interviewing, interrogating, and arresting suspects while protecting the Constitutional rights of all American citizens.	Twelve students submitted the assignment, with 67% exceeding expectations, 25% meeting expectations and 8% providing a minimal understanding	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.
		SLO #2 (Beshears)	Examine various types of criminal violations of the law and evaluate, which specific elements need to be present for an actual crime to have been committed.	Ten students submitted this written assignment. 50% exceeded expectations with 50% meeting expectations.	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.
		SLO #3 (Beshears)	Interpret specialized terms associated with American law enforcement services and analyze the basic models used to form the American law enforcement services.	12 students took the final exam. 58% met and acceptable standard, while 42% failed to meet an acceptable standard. Student performance was disappointing despite a detailed review of exam questions and student use of reference notes during the exam.	The information is provided in a variety of methods during the course. Students must make some degree of effort to prepare for the final exam.	Allowed to use limited reference notes during the exam
	ADJU 7	SLO #1	Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal investigation	Of the 14 students who completed this course, 45% exceeded standards, 25% demonstrated an acceptable level of understanding, and 33% failed to submit the assignment.	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.
		SLO #2	Differentiate between	Of the 14 students who completed this	Encourage students to make better	None. Deficiencies noted were mainly

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		SLO #2	specialized terms associated with a criminal investigation.	course, 21% performed above standards, while 50% demonstrated an acceptable level of understanding, 14% demonstrated a basic understanding, while 14% failed to submit the assignment.	use of tutoring program for research and writing assignments.	related to research and writing skills which are beyond the parameters of this course.
		SLO #3	Evaluate the importance of proper evidence handling procedures.	Of the 14 students who completed the course, 21% demonstrated above average understanding, 57% demonstrated an acceptable level of understanding while 21% demonstrated an understanding below an acceptable level.	The information is provided in a variety of formats during the course. Students must make some degree of effort to prepare for the final exam.	A detailed review was conducted before the final exam and students allowed to use limited reference notes during the exam
	ADJU 8	SLO #1	Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature.	Of the 14 students who completed this course, 64% exceeded standards, 7% demonstrated an acceptable level of understanding, and 29% failed to submit the assignment.	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.
				Of the 41 active students, 28 students completed the writing assignment. 24 of the 28 students, who completed the writing assignment, received full credit – 50/50 or 100%. 4 of the 28 students, who completed the assignment, received 25 points or less for issues surrounding their paper (originality) or turning in the assignment late.	Currently seeking additional ways to encourage active participation online and move the due date for assignment closer to the beginning of the class since participation seems to be at its peak.	Emails and numerous online postings have been sent out to open communications/reminders causing increasing in participation from last semester.
				13 of the 41 students received 0 points, since they failed to submit the assignment.		
				Of those who completed the assignment (approximately 75%), it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.		
		SLO #2	Interpret the theory, law, policy, and practice in the study of juvenile	Of the 14 students who completed this course, 43% performed above standards, while 21% demonstrated an acceptable level of understanding, while 36% failed	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.

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		SLO #2	delinquency and relate the juvenile justice system to the adult system.	to submit the assignment.	Encourage students to make better use of tutoring program for research and writing assignments.	None. Deficiencies noted were mainly related to research and writing skills which are beyond the parameters of this course.
				Of the 41 active students, 39 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 2 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were able to define the learning outcome while debating the topic.	Continuously updating the current topic to address the SLO and seeking additional media. Continue to send open communication/reminders to encourage participation.	Additional emails and reminders were sent to students to increase participation. Addressing the SLO with current topics and utilizing additional media (videos, etc) allowed students to relate to the subject matter and become more engaged in the lesson.
		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.	Of the 14 students who completed the course, 29% demonstrated above average understanding, 29% demonstrated an acceptable level of understanding while 43% failed to submit the assignment	Students will be encouraged to complete all assignments and to see tutoring assistance when needed.	None
				Of the 41 active students, 28 students completed the writing assignment. 24 of the 28 students, who completed the writing assignment, received full credit – 50/50 or 100%. 4 of the 28 students, who completed the assignment, received 25 points or less for issues surrounding their paper (originality) or turning in the assignment late. 13 of the 41 students received 0 points, since they failed to submit the assignment. Of those who completed the assignment (approximately 75%), it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.	Currently seeking additional ways to encourage active participation online and move the due date for assignment closer to the beginning of the class since participation seems to be at its peak.	Emails and numerous online postings have been sent out to open communications/reminders causing increasing in participation from last semester.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	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 American Red Cross First Aid – Standard First Aid certification requirements.	All of the students (100%) passed	NA	100%
				SLO 1 is based on national standards of the American Red Cross. Average score was 93%. All 29 students received a B or higher No single question was missed by more than 50% of students.	We are continuing to address all modules sufficiently, at this time.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. No changes are necessary.
		SLO #2	The student will fulfill the American Red Cross Adult, Cardiopulmonary Resuscitation requirements for certification.	100% students passed the exam with the scores of at least 80 points –ARC standard	Same	100% - Same to the last term
				SLO 2 is based on national standards of the American Red Cross. Average score was 95%, the same as last semester. All 23 students received a B or higher. No particular module was missed by a large number of students.	At this time, we are continueing to address all modules adequately.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. Students continue toaverage above the 90th percentile therefore, no changes are necessary at this time.
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	100% of students passed the final exam with at least 80 points	Same as usual	Same as usual
				SLO 3 is based on national standards of the American Red cross. Average score was 93%, a decrease of 2%. All 29 students passed with a B or higher No particular module or question was missed	All modules are being adequately addressed at this time.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There were not questions missed by more than 50% There are no clear issues

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				by a large number of students.	All modules are being adequately addressed at this time.	to explain the increase from last semester; therefore, I feel no changes are necessary at this time.
	AHLT 55A	SLO #1	Utilize assessment findings to identify and treat illness/injury	12/18 students reached the final exam stage for completion of this course. 11 students successfully completed the course. 1 student was not successful in achieving the grade required to obtain a completion certificate. 6 students failed the class due to poor attendance and did not attempt the final exam.	There were no changes from the previous assessment.	There were no changes from the previous assessment.
		SLO #2	Successfully perform the skills required by NREMT for certification.	100% success rate for this particular SLO. 12 students attempted, 12 students succeeded.	There are no changes planned for the next semester.	There were no changes from the previous assessment.
		SLO #3	Display behavior consistent with the ethical standards of EMS.	The 11 students who were successful in obtaining a completion certificate demonstrated acceptable attendance and study habits and did well in this area. The students who outright failed to take the final exam or failed to pass the final exam were those who demonstrated poor attendance and a lack of attention and participation in lectures and subsequent discussions.	No changes are planned for the next semester.	There were no changes made from previous assessments.
	AHLT 62A	SLO #1	Utilize assessment findings to identify and treat illness/injury.	A total of 3 students enrolled for this class. 1 student ceased attending approx. 1/3 of the way through the term. The other 2 students were successful in this area.	The above data indicates that student needs are currently being met, no changes are planned for the next semester.	There were no changes made to this class.
		SLO #2	Successfully perform the skills required by NREMT for certification.	100% success rate for this particular SLO. 1 enrolled student.	No changes are planned for the next semester.	There were no changes made from previous assessments.
				100% success rate for this particular SLO. 2 enrolled students participated in the testing.	No changes are planned for the next semester.	There were no changes made from previous assessments.
		SLO #3	Display behavior consistent with the ethical standards of EMS.	100% success rate for this particular SLO. 2 enrolled students successfully completed this area.	No changes are planned for the next semester.	There were no changes made from previous assessments.
	AHLT 63	SLO #1	The student will demonstrate the role	Every single student of these 3 classes perform the demonstration accurately	Practice makes perfect	Same as last semester

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	AHLT 63	SLO #1	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.	(100%)	Practice makes perfect	Same as last semester
				SLO 1 is based on national standards of the American Red Cross. Average score was 93%. All students passed with a B or higher. No question was missed by more than 50% of students.	No changes are needed for next session, based on this data.	Individual Questions <50% were analyzed and changes made to improve those areas. Though the average score was slightly lower (1%) than last session, the difference is not significant enough to warrant changing the lessons.
		SLO #2	The student will fulfill the American Red Cross Adult, Child, and Infant Cardiopulmonary Resuscitation requirements for certification.	SLO 2 is based on national standards of the American Red Cross. Average score was 94%. This is 2% higher than the last semester. All students received a B or higher No question was missed by more than 50% of students.	Based on the statistical data, no changes are warranted for next session.	Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question seems to be an issue for the students and all students are above the 90%, no changes are needed at this time.
		SLO #2 (CRN: 20234, 20235, 20236)	The student will fulfill the American Red Cross Child Cardiopulmonary Resuscitation requirements for certification.	100% of students passed the final (with the testing score 80 or higher)	Same as last term: The American Red Cross requirement: Skills 100%, written score: 80% or higher	Same as last semester
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	SLO 3 is based on national standards of the American Red Cross. Average score was 98%. This is up 4% from last session's average scores. All 17 students scored at B level or higher. No question was missed by more than 50% of students.	No changes are needed for next session based on the current average scores.	Individual Questions <50% are analyzed and changes made to improve those areas. There is no area in need of change at this time.
		SLO #3 (CRN:	The student will fulfill	All the students passed the final and skill	None	Same as last term

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		20234, 20235, 20236)	the American Red Cross infant Cardiopulmonary Resuscitation requirements for certification.	demo (100%)	None	Same as last term
	ARTS 1	SLO #1	Students will be able to distinguish specific works of art and stylistic characteristics of the art of western cultures from Paleolithic times to the Gothic Era.	45 students took the quiz to identify works of art from the Paleolithic and Egyptian Periods. Two students received a D. 8 students received a C. 14 received B's. 21 students received an A	The class did well based on their reading assignments and abilities to identify art work. No changes, other than question revisions, are planned.	None
		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.	There were seven discussion lessons, each worth 20 points for a total of 140 points. 43% received As, 6% received Bs and Cs, 12% received ds and 31% received Fs on the discussions. As students had the opportunity to post to lessons throughout the class, the large number of poor discussion grades was primarily due to students' failure to read the class instructions, though posted numerous times in numerous places.	Greater and greater interaction between students and increased questioning on the discussion board requiring students to go into greater depth in their answers and responses. There is a tendency among many students to get by with bare minimum which can only be countered by direct questioning and requests for further elaboration of their postings.	He number of postings instructing students on their opportunities to increase their scores were increased and consistently reiterated. It is frustrating how poorly students read and follow instructions. It would behoove us to have a place in the format where students are required to read the instructions and indicate that they have and that they are understood.
		SLO #3	Students will appraise the relevancy of art past and present in their own lives and understand how one culture's art influences other cultures and influences our own.	27 students wrote papers that fully expressed their understanding of the art history material and how the material pertained to the time and how the art influenced current cultural belief. 6 students did the same without the extensive examples as those who received an A. Three did mediocre papers and 9 failed to do the paper completely.	None	None
	ARTS 10	SLO #1	Students will integrate and assimilate the elements of art in the creation of still life painted from a set-up.	19 students understood and demonstrated their design and aesthetic capabilities and received an A for their painting. 2 students were given C for paintings that had minor flaws in design. 1D was given for starting but not completing this painting.	Students responded well to giving greater scope to individual creative inclinations and adding small doses of discipline as regards techniques.	More demonstrations required.
		SLO #2	Students will create a painting from a	19 students out of 22 completed this assignment with full understanding of the	No changes planned at this level	Instructions were demonstrated and repeated more often.

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		SLO #2	photograph of a landscape or a cityscape using the grid technique of transference and enlargement.	grid mapping instructions.	No changes planned at this level	Instructions were demonstrated and repeated more often.
		SLO #3	Students will research and analyze different painting styles from past periods.	Students will choose a work by a previous painter and create a personal painting in the style studied. Assessment will be through class critique based on how well the style was understood and executed in a personal, visual statement.	None	None
	ARTS 18A	SLO #1	Students will develop the ability to form clay, developing the skills of hand building, throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary specific to the potter's craft.	37 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 4 students were given Bs for projects that had minor flaws in design. 2 Cs were given for pottery projects completed whose pieces did not function well. 3 students received d for poor work and participation.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.
		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.	33 students out of 47 completed this assignment with As, doing it with full understanding and following instructions. 13 did the assignment with mixed understanding of the purposes.	A number of students still do not listen to or follow instructions. More personal, one on one sessions are planned to make sure the assignment is fully understood. How does one get someone to listen to the assignment? Perhaps creating a contract?	Instructions were demonstrated and repeated more often.
		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.	All the students participated in final clean-up and in the organization and cooperation of the studio.	None	None

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	ARTS 18B	SLO #1	Students will refine their ability to form clay, expanding their skills of hand 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.	8 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 2 student was given B for projects that had minor flaws in design. 1 C was given for pottery projects completed whose pieces did not function well.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned. Grades did improve as well as participation.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.
		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.	11 students out of 11 completed this assignment with all doing it with full understanding and following instructions.	No changes planned at this level	Instructions were demonstrated and repeated more often.
		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.	All 11 of the students participated in final clean-up and all students participated in the organization and cooperation of the studio. They also helped less experienced students with their work.	None	None
	ARTS 18C	SLO #1 (Goldstein)	Students will develop the ability to form clay, developing advanced skills of throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary	3 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned. Grades did improve as well as participation.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.

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	ARTS 18C	SLO #1 (Goldstein)	specific to the potter's craft.	3 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned. Grades did improve as well as participation.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.
		SLO #2 (Goldstein)	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.	3 students out of 3 completed this assignment with all doing it with full understanding and following instructions.	No changes planned at this level	Instructions were demonstrated and repeated more often.
		SLO #3 (Goldstein)	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.	All 3 of the students participated in final clean-up and all students participated in the organization and cooperation of the studio. They also helped less experienced students with their work.	None	None
	ARTS 2	SLO #1	Students will be able to distinguish specific works of art and stylistic characteristics of the art of western cultures from the Renaissance to the Modern Era.	41 students took the quiz to identify works of art from the renaissance and mid Renaissance. Two students received an F., 6 a D, 10 students received a C. 12 received B's. 11 students received an A	The class did average based on their reading assignments and abilities to identify art work. No changes, other than question revisions, are planned.	None
		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	There were seven discussion lessons, each worth 20 points for a total of 140 points. 23 received As, 6 received Bs and 4 received ds and 7 received Fs on the discussions. As students had the opportunity to post to lessons throughout the class, the large number of poor discussion grades was primarily due to students' failure to read the class	Greater and greater interaction between students and increased questioning on the discussion board requiring students to go into greater depth in their answers and responses. There is a tendency among many students to get by with bare minimum which can only be countered by direct questioning	The number of postings instructing students on their opportunities to increase their scores were increased and consistently reiterated. It is frustrating how poorly students read and follow instructions. It would behoove us to have a place in the format where students are required to read the instructions and indicate that they have

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		SLO #2	artwork.	instructions, though posted numerous times in numerous places.	and requests for further elaboration of their postings.	and that they are understood. I would encourage this to be done in an orientation to online classes.
		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.	33 students wrote papers that fully expressed their understanding of the paintings and how the elements of the painting achieved the artist's purpose. 4 students did the same without the degree of analysis as those who received an A. Three did mediocre papers and 4 failed to do the paper completely.	None	Excellent results from painting analyses. None
	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.	32/39 or 82% of the students completed these weekly assignments of this SLO with scores 80% or above. 7/39 or 18% of the students did not complete or demonstrate satisfactory levels in regards to this SLO (with scores 62% or below). The average score of this SLO was 83.65%.	Since students participate very well in this SLO, I should continue this important SLO next semester. Also I should put more points for this SLO by extending and enriching it.	NA
				Each discussion post was worth 10 points; the average for each discussion post ranged from 7.02 – 8.34, the average for the class was ~60% out of 100%; which indicates that about 40% of the grade was lost due to missing students posts, incomplete answers, or not following the rubrics.	Students posts quality has improved, students wrote better posts when encouraged by instructor and other class mates. Addition of astronomical observations of current celestial events, and visit in an astronomical observatory.	Instructor implemented more comments on students discussion posts, as requested by class evaluators.
				Each discussion post was worth 10 points; the average for each discussion post ranged from 7.4 – 9.0, the average for the class was 66.0% out of 100%; which indicates that about 33% of the grade was lost due to missing students post, incomplete answers, or not following the rubrics.	Students posts quality have improved; thus, continue encouraging students by answering their questions and referring them to exemplary posts.	New discussion rubrics
				SLO #1 was 67% based upon overall	Individual questions on the exams	Individual questions on the exam where

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				results of the Final Exam. This was a slight decrease over last semester.	where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, every effort will be made to identify a Student Tutor who will be recommended to Tutorial Services in order to assist students with the class. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course.	less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added to the course.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 67% based upon overall results of the Final Exam. This was a slight decrease over last semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, every effort will be made to identify a Student Tutor who will be recommended to Tutorial Services in order to assist students with the class. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course.	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added to the course.
				Summative Assessment composed of 14 quizzes, with the average score for the class 77.2%, and midterm with the average score 91.3% , including 6 out of 40 students who did not attempt the midterm, and final exam with average score for the class 82.3% including 10 out of 40 students who have not attended the final exam.	Implement Midterm proctored or with only one attempt, and Final exam closed books and closed notes.	NA
				Summative Assessment comprised of 14 quizzes, with the average score for the class 88.5 %, and midterm with the average score 87.6% , including 3 out of 50 students who did not attempt the midterm, and final exam with average score for the class 62.2 % excluding 5 out	The final exam is the only assessment where students are tested in majority on their memorialization, while other assessment are not; students who overall do better in the course also do better on the final exam, which	Continue on previous approach where students are able to bring written notes to the testing center.

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				of 45 students who have not attended the final exam	is an indication that the final exam proves the point. No changes are planned for the final exam.	Continue on previous approach where students are able to bring written notes to the testing center.
				There were 8 weekly assignments with the average score for the class (excluding the failed students) 64.6%. The average score for the Midterm exam was 66.6% (5 out of 39 students didn't take the midterm) and for the Final exam was 70.9% (7 out of 39 students didn't take the final exam).	The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester.	NA
		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	At the beginning of the course, the students were asked to study and select an interesting scientific topic in Astronomy to research. In the middle of the course, they were asked to report the title, the overall abstract, and the references of their research papers to the instructor for tracking them and giving feedbacks. At the end of the course, they were asked to share the final titles and abstracts with each other by posting them on Moodle and submit the final drafts to the instructor. The average score for the class was 88% excluding 13 students who did not return in their papers.	I received 26/39 very interesting research papers done by community college students demonstrating a deep change in doing scientific research, interpreting scientific information and making conclusions. Students confessed they learned a lot this way and I will definitely continue it. I will change the deadlines to give the students more feedbacks.	NA
				SLO #3 was 84% based on one Sky Journal Project. This was on par with last semester.	Additional Hands-On time between the instructor and each student will be provided at the Astronomical Observatory to guide/help each student on the Sky Journal Research Project and answer any questions. Examples of excellent work from students in prior classes will be shown to current students so that they can have a better idea of how to successfully complete the project.	Students were required to present a weekly oral update on their progress with the Research Project to the instructor and to the rest of the class. This had an additional positive benefit of lessening anxieties and fears that students had with respect to another assignment - an Oral Presentation - later in the course. A Grading Rubric was also created and implemented for the Research Project. The Grading Rubric was popular with the students as it gave them a clearer idea of the grading criteria, and also allowed the Sky Journal Project to be graded and returned to students in a more timely fashion.

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				The average score for the class for the final paper was 89.1%, excluding score 0 for 12 students who did not submit the paper.	New paper rubrics are being prepared	NA
				The average score for the class for the final paper was 89.1%, excluding score 0 for 12 students who did not submit the paper.	No late submissions will be in place. For the purpose of increase of students learning, lessons will be shorter and more focused (ideally each lesson will be similar to an in-class lesson)	NA
	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.	SLO #1 was 72% based on 15 Lab Reports. This was slightly decreased from last semester.	Based upon the data collected and analysis, the objectives and procedures for one Lab will be changed, and another Lab will be completed deleted with an alternative substituted for next semester. Labs where the student average score is less than 70% will continue to be reviewed, and further changes may be implemented. Students will be afforded additional time to complete their Lab Reports including, in some cases, the possibility of finalizing and submitting them the following week.	Labs where the student average score was less than 70% were reviewed, and appropriate changes were implemented. Students were also given a survey at the end of the course to rate the quality and effectiveness of each Laboratory experience, and changes/deletions were made based upon the results of this survey. The survey proved to be a valuable tool in determining the overall effectiveness of each Laboratory and will definitely be continued.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 83% based on a Sky Journal Project. This was on par with the average score last semester.	Additional Hands-On time between the instructor and each student will be provided at the Astronomical Observatory to guide/help each student on the Sky Journal Research Project and answer any questions. Examples of excellent work from students in prior classes will be shown to current students so that they can have a better idea of how to successfully complete the project.	Students were required to present a weekly oral update on their progress with the Research Project to the instructor and to the rest of the class. This had an additional positive benefit of lessening anxieties and fears that students had with respect to another assignment - an Oral Presentation - later in the course. A Grading Rubric was also created and implemented for the Research Project. The Grading Rubric was popular with the students as it gave them a clearer idea of the grading criteria for the assignment, and also allowed the Sky Journal Project to be graded and returned to students in a more timely fashion.

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		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.	SLO #3 was 85% based on a single Oral Presentation. This was a marked increase from last semester.	Students will now be required to create and utilize a Visual Aid in order to enhance their Oral Presentations. The Visual Aid may consist of a poster, handouts, brochure, PowerPoint presentation, or some other type of supplement. Originality and creativity will be encouraged.	Students were required to submit a more comprehensive outline on their presentation in advance and provide references (with citations) as well. One-on-one time between the instructor and each student was provided to guide/help the student on the Oral Presentation Research Project and/or answer any questions. A Grading Rubric was created and implemented for the Oral Presentation Assignment. The Grading Rubric was popular with the students as it gave them a clearer idea of the grading criteria for the assignment, and also allowed the Oral Presentation Assignment to be graded for students in a more timely fashion.
	ATHL 1	SLO #1 (Wright)	Students will learn and demonstrate underlying fundamentals and rules related to collegiate basketball.	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.	Greater emphasis on discussion of the rules than drilling and application.	None
		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.	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 changes at this time.	None
		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.	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 changes at this time.	None
	ATHL 2	SLO #1 (Woods/Johnso	Student will learn and demonstrate	Student-athlete must demonstrate the basic fundamentals and rules of	Continuous process of student-athletes getting a more better	Will have a follow-up assessment in the spring semester, as the season will end

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	ATHL 2	n)	underlying fundamentals and rules related to basketball.	basketball.	understanding of fundamentals/rules of basketball, by watching our game film and continue playing in contests that are being officiated by collegiate officials.	in late February or early March.
		SLO #2 (Woods/Johnson)	Students will learn the value of hard work, integrity, honor, teamwork, dedication, sacrifice and sportsmanship to be exhibited during practice and traditional game play.	Continuous process for the student-athlete work on team cohesiveness, conditioning, integrity and compliance with school code of ethics.	Integrity, compliance, tutoring and counseling for the student-athletes with issues in any of these areas. Continue to increase our workout plan during the off season for returning players, for better pedagogy starting in the fall of 2016.	Continuous process during the season as we will raise the sit-ups and push-ups by 5. Student-athletes must complete the process of sit-ups from 30-35 and push-ups from 25-30. Also, the one-mile run will be 7:30 from 8:00 minutes the start of the season.
		SLO #3 (Woods/Johnson)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level.	Evaluated by scouting opponents, watching practice/game film, playing in games and analyzing statistics.	The student-athlete will have motor skills to matriculate to the four-year university.	Continuous process for student-athletes to have the motor skills in the classroom and on the basketball court.
	ATHL 20	SLO #1A	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance.	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.	Greater emphasis on discussion of the rules than drilling and application.	None
		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.	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 changes at this time.	None
		SLO #3A (Davis)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	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	No changes at this time	None

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		SLO #3A (Davis)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	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 changes at this time	None
	ATHL 25	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport.	All 15 students passed the final exam with the percentages between 99%-102% (the 2% extra was due to two extra credit points available).	The above data shows that the changes made for this semester (more examples of play) helped the athletes better understand the rules and underlying fundamentals in softball. There will be no changes for next semester.	All 15 students passed with an A on their final, when last year 1/10 students received a C.
		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.	I didn't have any major concerns or issues with athletes – no #/% data. 15/15 students completed the course with an A.	No changes for next semester.	There were no changes.
		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.	15/15 athletes demonstrated changes in muscle memory and correction of bad habits with softball drills.	No changes for next semester.	There were no changes.
	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.	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.	Greater emphasis on discussion of the rules than drilling and application.	None
		SLO #1 (1.1)	Demonstrate knowledge and ability with the expectation to exceed normal cardiovascular fitness, muscular strength,	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	Continue course with same or similar program with continued emphasis that flexibility is crucial to the overall program.	No significant changes made from previous course. An emphasis was placed on flexibility and additional time has been allotted for this segment of the program. Cardiovascular workouts completed on indoor track in new

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		SLO #1 (1.1)	endurance and flexibility.	noted flexibility improvement throughout the course.	Continue course with same or similar program with continued emphasis that flexibility is crucial to the overall program.	wellness center, as opposed to treadmill workouts.
		SLO #2	Affective: Students will learn to value superior fitness training (in season and out of season) for specific sport	14/14 students completed ATHL 31 with an A. Each athlete reported their value of fitness training even when they did not enjoy it.	Add a chart showing exercises completed and food intake to complete for the semester.	No changes made
		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.	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 changes at this time.	None
		SLO #2 (2.2)	Identify and improve weaknesses related to sport specific movements.	Workout program was thorough. A portion of the workout program has an emphasis placed with strength and flexibility of the leg area muscles.	Continue course with same or similar program with emphasis that muscle structure strength and flexibility of the legs must be focused on.	No significant changes made from previous course. An emphasis was placed on ensuring leg muscles were developed for the rigors of an entire basketball season.
		SLO #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	14/14 students increased weight standards on machines/equipment by 10 lbs. – 20 lbs.	The above data indicates that the students are motivated to do more, but there is room for improvement. Adding goal charts and weekly stats will help.	I pushed the students to get out of their comfort zone by motivating them to increase their goals and numbers.
		SLO #3 (1)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	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,	No changes at this time.	None

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		SLO #3 (1)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	the more energy they had and the better they felt.	No changes at this time.	None
		SLO #3 (3.3)	Demonstrate applications of muscular strength, endurance, flexibility and cardiovascular fitness to injury reduction.	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 following season. Students focused on this area especially, as knee injuries can and do occur.	Continue course with same or similar program with emphasis that muscle structure around the knee region be a focus in order to reduce likeliness of a future injury.	No significant changes made from previous course. An emphasis was placed on ensuring that the strengthening of the muscle structure around the knee is a focus of the student therefore working to reduce future injuries.
	AUTO 51A	SLO #1	Perform basic maintenance safely: safely raise and lower vehicles on the lifts.	Written Quiz – 6/14 or 43% of the students successfully completed this assignment with a “C” or higher, 8/14 or 57% of the students failed. 14 Students tested Average score 62.1%	Current assessment method meets industry standards and is effective in evaluating student competency. For next semester a different book has been adopted that is better aligned with this course. Many students this semester were first time college students and were unaware of the importance of keeping up with homework assignments and the overall impact it has on their grade. Attendance in general was not as consistent as would be desired for a college course. Next semester first day briefing will have more emphasis on timely homework assignments and regular attendance.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
		SLO #1.1	Identify tools and their functions	Quiz #1: 88% A: 6% B: 6% C:	No changes planned.	No changes made from previous assessment.
		SLO #2	Demonstrate basic knowledge of various automotive systems.	Written Quiz – 10/13 or 77% of the students were successful with this assignment with a “C” or higher, 3/13 or 23% of the students failed. 13 Students tested Average score 70.9%, 5 students stopped attending after second census and failed to take the exam.	Current assessment method meets industry standards and is effective in evaluating student competency. For next semester a different book has been adopted that is better aligned with this course. The more modern book has QR codes and smart phone activities that should be more affective in engaging the students and enhancing learning.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
		SLO #2.1	Identify Components and their Functions	Quiz #2 through 16.....3 @ 99%, 2 @ 98%, 3 @ 97%, 2 @94%, 1 at 93%, 1	No changes planned.	Increased quizzes from 12 to 16.

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		SLO #2.1	Identify Components and their Functions	@91%, 1 @ 86%, 1 @ 84%, 1 @69%, 1 at 59%. Final Exam.....11 @ 100%, 2 @ 80%, 1 @77%, 2 @ 0% (Note: 2 students did not take final Exam).	No changes planned.	Increased quizzes from 12 to 16.
		SLO #3.1	Learn Maintenance and Service Procedures	"Safe Operation and Technical Skills." "Safe Operation" All Students at 100%. "Technical Skills" 6 Students @ 100%, 6 Students at 90%, 4 Students @ 80%.	No changes planned.	No changes made from previous assessment.
	AUTO 53	SLO #1 (Seever/Weller)	Safely and responsibly use equipment to perform automotive repairs while minimizing impact on the environment	Written Quiz - 18/21 or 85.7% of the students successfully completed the assignment with a "C" or higher, 3/21 or 14% failed. 21 Students tested Average score 98%	Still waiting for this to be moved to an online platform to better meet industry standards.	Class instructed by only 1 teacher this time. Because of the difficulty of this subject matter (advanced level) I believe the students were more focused and were able to anticipate the pace easier
		SLO #2 (Seever/Waller)	Diagnose, repair, replace system components and become familiar with ASE testing	Written Exam - 17 /21 or 81% of the students successfully completed this Exam with a "C" or higher, 4/21 or 19% failed this attempt. 18 students tested. Average score 78%	Lecture a little then back that up with Live demonstration/Lab every class so the students remain involved from one class to the next	Slight curriculum changes as well as adapting material to be more readily understood through the lectures. Attendance was improved
		SLO #3 (Seever/Weller)	Perform maintenance, overhaul, removal / installation and become familiar with ASE testing	Written Examination - 15/20 or 75% passed with a "C" or higher, 5/20 or 25% did not pass, 1 student withdrew after Midterm . 17 students tested. Average score 78.2% 3 Students did not take the Final	Be quicker to drop students not participating/attending	No changes my finals are meant to be challenging • Overall class average 84.7%
	AUTO 55	SLO #1 (Weller)	Safely and responsibly use equipment to perform automotive repairs while minimizing impact on the environment	Written Quiz – 10/14 or 71% of the students successfully completed this assignment with a “C” or higher, 4/14 or 29% of the students failed. 14 Students tested Average score 79.0%	This section currently under review to be moved to an online platform to better meet industry standards.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
		SLO #2 (Weller)	Diagnose, repair, replace system components and become familiar with ASE testing.	Written Quiz - 7\7 or 100% of the students were successful with this assignment with a “C” or higher. 7 Students tested Average score 92.9%. 2 students dropped after first census. 5 students failed to take the exam.	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
		SLO #3 (weis)	Perform wheel alignments, tire balancing, maintenance and become familiar with	Written Quiz – 7/7 or 100% of the students were successful with this assignment with a “C” or higher. 7 Students tested Average score 89.5%. 5 students stopped attending after second	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.

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		SLO #3 (weis)	ASE testing	census and failed to take the exam.	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
	AUTO 63	SLO #1	Identify Tools and Functions	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	Military expressed an interest in developing initial Inspection skills. Added 609 certification.
		SLO #2	Identify components and functions	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Final: 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	Military expressed an interest in developing initial Inspection skills. Added 609 certification.
		SLO #3	Become familiar with ASE testing and learn maintenance and service procedures	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.		
	AUTO 64	SLO #1	Identify tools, special tools, and engine components and functions.	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes.
				The data indicated 100% of the students successfully completed SLO #1 with a letter grade of "C" or better. The class average was 92%.	The above data indicates no changes are necessary.	There were no changes.
		SLO #2	Identify Fuel Injection Components and Learn troubleshooting, Diagnosis, and Service Steps.	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with 70% or higher. Review Questions: 100% success rate with 70% or higher. Final: 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes
				The data indicates that 93% of the students were able to complete SLO #2 with a letter grade of "C" or better. The overall class average was 85.3%.	The above data indicates that when compared to SLO #3's hands on lab assessment method, the student's overall averages are lower. I will continue to add training equipment for future classes to improve student success.	There were no changes made.
		SLO #3	Complete several	ASE Questions: 100% success rate with a	I feel the need to incorporate	No changes

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	tasks in regards to different fuel systems w/ instructor's approval and evaluation. Become familiar with A-8 and T-2 testing recommendations and practice testing.	70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes
				The data indicates that 100% of the students completed SLO #3 with a letter grade of "B" or better. The class average was 92.5%.	The improved student success shown by the increase in lab performance and more hands-on assignments indicates that we need to keep addressing real world experience for our students. The Diesel program needs to keep expanding with modern training equipment.	The assessment method was changed from written examinations to an in class presentation along with a hands-on lab evaluation.
	AUTO 65	SLO #1	Identify tools and their functions.	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 88% success rate with a 70% or higher, 22% of students 60-69%.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes
		SLO #2	Identify electrical troubleshooting procedures and diagnosis steps.	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with 70% or higher. Review Questions: 100% success rate with 70% or higher. Final: 88% success rate with a 70% or higher, 22% of students 60-69%.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes
		SLO #3	Recognize electricity's natural processes and science. Become familiar with AT-6 and T-7 testing recommendations and practice testing.	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes
	AUTO 67	SLO #1	Identify tools and their functions	Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate with a 70% or higher. Final: 81% success rate with a 70% or higher, 19% scored 60-69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	No changes

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Identify components and functions in regards to diesel auxiliary systems and learn troubleshooting, diagnosis, and service procedures.	Quiz 4: 100% success rate with a 70% or higher. Quiz 5: 100% Success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Chapter Review: 100% Success rate with a 70% or higher. Final: 81% success rate with a 70% or higher, 19% scored 60-69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
		SLO #3	Complete several tasks in regards to Auxiliary systems w/ Instructor's approval and evaluation. Become familiar with T-2 & T-3 ASE testing recommendations and practice testing.	ASE Quizzes: 100% success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Lab Final: 100% success rate with a 70% or higher. Oral Presentation: 100% success rate with a 70% or higher.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
	BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	20 completed class, 100% passed; 18-A, 1-C, 1-D	Continue to provide extra credit quizzes, discussions of chapter material, real court cases	First time teaching this class. Encouraged students to present legal articles, teams to debate legal issues.
				Fall 2015: 85% completed their mid-term and final. I made both of their exams open book and open note and it seemed as though this helped them retain some of the information. I do know that because this course is 9 weeks and has so much information to cover it is very difficult for students to grasp everything, but these students did a great job. They showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom. The remaining 15% either neglected to complete both their Mid-Term and their final or one of them, making their grades suffer tremendously.	The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.
		SLO #2	Recognize key regulatory agencies responsible for enforcing contracts	20 completed class; 100% passes; 18-A, 1-C, 1-D	Continue to provide extra credit quizzes, discussions of chapter material as applied to real court cases.	First time teaching this class encouraged students to present legal articles, and debate legal issues

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	and property rights.	20 completed class; 100% passes; 18-A, 1-C, 1-D	Continue to provide extra credit quizzes, discussions of chapter material as applied to real court cases.	First time teaching this class encouraged students to present legal articles, and debate legal issues
				Fall 2015: 95% 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 5% neglected to turn in either one or both of their essays.	The above data indicates that little reminders for students go a long way. Whether it is because they have a lot on their minds or just the simple fact they need to see what is due constantly, it seemed to help.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc.
		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.	20 completed class, 100% passed; 18-A, 1-C, 1-D	Continue to provide extra credit quizzes, discussions of chapter material , pro/con and court cases	First time teaching this class/ encouraged students to present legal articles, teams to debate legal issues
				Fall 2015-90% 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 10 % neglected to submit the discussion questions in weekly which really hurt their grade.	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.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.
	BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	Of the 31 students that completed the class, 25 did so with a passing grade of D or better. The 6 that failed the class simply quit participating. Of those who completed the course, it was evident that most of the students were utilizing their text and online resources. What this	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was utilized during this class.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	report needs to point out is that there were initially 51 students enrolled in the class. Of the 51 students enrolled, 6 students were dropped for failing to submit their syllabus acknowledgement, 5 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 49.2% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Sidebar Note / Observation: What is disturbing is the growing number of students (6 in this class) that participated just enough so they could not be dropped for non-participation and then completely quit participating once they knew the last census had closed and they could no longer be dropped from the class. These students are playing the system for most likely the financial aid. Sad trend.	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was utilized during this class.
		SLO #2	Design pricing schedules and advertisement campaigns utilized in sales promotions.	Of the 31 students that completed the class, 25 did so with a passing grade of D or better. The 6 that failed the class simply quit participating. Of those who completed the course, it was evident that most of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 51 students enrolled in the class. Of the 51 students enrolled, 6 students were dropped for failing to submit their syllabus acknowledgement, 5 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 49.2% of the students who enrolled in this class were either not prepared for or did not have the	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was utilized during this class.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Design pricing schedules and advertisement campaigns utilized in sales promotions.	discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Sidebar Note / Observation: What is disturbing is the growing number of students (6 in this class) that participated just enough so they could not be dropped for non-participation and then completely quit participating once they knew the last census had closed and they could no longer be dropped from the class. These students are playing the system for most likely the financial aid. Sad trend.	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was utilized during this class.
		SLO #3	Creation of a marketing plan intended for both class project assessment and applicability as a tool in financing small business venture.	Of the 31 students that completed the class, 25 did so with a passing grade of D or better. The 6 that failed the class simply quit participating. Of those who completed the course, it was evident that most of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 51 students enrolled in the class. Of the 51 students enrolled, 6 students were dropped for failing to submit their syllabus acknowledgement, 5 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 49.2% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Sidebar Note / Observation: What is disturbing is the growing number of students (6 in this class) that participated just enough so they could not be dropped	No plans are in place to make any changes to this SLO at this time.	None at this time

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Creation of a marketing plan intended for both class project assessment and applicability as a tool in financing small business venture.	for non-participation and then completely quit participating once they knew the last census had closed and they could no longer be dropped from the class. These students are playing the system for most likely the financial aid. Sad trend.	No plans are in place to make any changes to this SLO at this time.	None at this time
	BADM 2	SLO #1 (Ulibarri)	Understanding of wills and estate planning, differentiate between various types of property and know remedies associated with violations of property rights.	Fall 2015: 98% 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 2% neglected to turn in either one or both of their essays.	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the amount of information to review, if the students set their minds to it, they will definitely succeed.	I kept the course the same as in my previous semester that I taught this course and this semester seemed to go very smooth. The students had great reviews of what they learned in the course and seemed to really like the way the course was set-up.
		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.	Fall 2015: 90% of the class turned in both their Mid-Term as well as their Final Exam. They were both open note/open book, but the students still 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 10% that neglected to turn in their final exam will see the effect of it on their final grade. They all three did exceptional on everything else throughout the course, but by not completing the final exam, resulted in an "F" on their final grade. I am not sure if it was because of the Holiday Season or what, but Final exams are the very imperative to your final score in the course.	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the amount of information to review, if the students set their minds to it, they will definitely succeed.	The Mid-Term and Final exam are the same as when I previously taught this course. The students seem to be understanding the material and they are able to take what they are learning in this course with them in the future.
		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	Fall 2015-90% 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	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	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Ulibarri)	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 directors to their shareholders.	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 10% neglected to submit the discussion questions thoroughly weekly, which I reminded them constantly, which really hurt their grade.	we have learned in their everyday life.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.
	BADM 5	SLO #1	Identify how business principles (marketing, finance, management, accounting, Information Technology) function in facilitating commerce throughout private, mixed, and command economies	Students were asked to use various business principles (marketing, finance, management, accounting and IT) to make ethical business decisions as well as decisions to make the most profit with the least amount of risk and cost. The assignments were effective as evidenced by the students' research and understanding of ethics, product manufacturing, distribution, logistics, marketing and global economies from a personal perspective when making decisions for their own company.	Additional updates to essay assignments in order to focus on bringing more practical, usable knowledge into real world experiences.	This was my first BADM 5 class but previously instructed BADM 1. I implemented changes to discussion questions and added essay assignments in order to facilitate more student interaction and opportunity to use the knowledge and principles learned in the text and apply it to everyday business.
		SLO #2	Describe the roles of regulatory agencies (SEC, FTC, Federal Reserve Bank) important to the enforcement of commercial law and property rights.	Large majority of students scored between 55 – 60 (max 60 points) on quiz.	Bring the roles of the regulatory agencies into the discussion questions and update SLOs.	None
		SLO #3	Understand the importance of global commerce as negotiated through trade agreements and enforced through international law.	Lecture discussed global and mixed economies as well as economic indicators and fiscal policy. Students were quizzed on subjects in Quiz 1. Large majority scored between 50 - 60 points (60 max points).	Update quiz questions based on number of students missing particular questions.	None
	BADM 51	SLO #2	The student will be able to compute discounts, markups	(Section 20008) 41 students - 73% average. Average of 18 per quiz did not take advantage of opportunity to improve	More emphasis to be put on test correction opportunity. Students 2 weeks behind will be dropped.	No changes made, 72% success last class.

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	BADM 51	SLO #2	and markdowns.	scores. Average of 3 failed to complete quizzes.	More emphasis to be put on test correction opportunity. Students 2 weeks behind will be dropped.	No changes made, 72% success last class.
		SLO #3	The student will be able to compute payroll and deductions.	(Section 20008) 41 students - 66% average. 15 students did not take the opportunity to improve scores and 6 failed to complete quiz.	More emphasis to be put on test correction opportunity. Students 2 weeks behind will be dropped.	No changes made; 63% success last class.
	BADM 6	SLO #1	Create both memorandums and written/oral reports essential for effective office communications.	Of the 21 students enrolled in the course, all of them (100%) were able to create an email document that relates to the concepts in this SLO with a score of 85% or better.	Since this is the first time I taught this course, I do not have plans to change anything at this time. However, I will review the results of the exams and quizzes before the next presentation and read for clarity; then I will observe how the course goes the next time I teach it.	I did not receive any documentation from a previous assessment of this course and this was the first time I taught it; therefore, no changes were made.
		SLO #2	Develop public speaking skills important when communicating in both the domestic and global sphere.	Of the 21 students enrolled in the course after last census, 17 (81%) completed the quiz with a 70% or better score. 5% completed the exam below 70%; and 14% did not take the quiz.	Since this is the first time I taught this course, I do not have plans to change anything at this time. However, I will review the results of the exams and quizzes before the next presentation and read for clarity; then I will observe how the course goes the next time I teach it.	I did not receive any documentation from a previous assessment of this course and this was the first time I taught it; therefore, no changes were made.
		SLO #3	Demonstrate knowledge of grammar and sentence structure important to all levels of communication.	Of the 21 students enrolled after the last census, 10 (48%) successfully completed the exam questions related to this SLO at 70% or better. 14% were given extensions due to extenuating circumstance; and 38% did not respond successfully.	Since this is the first time I taught this course, I do not have plans to change anything at this time. However, I will review the results of the exams and quizzes before the next presentation and read for clarity; then I will observe how the course goes the next time I teach it.	I did not receive any documentation from a previous assessment of this course and this was the first time I taught it; therefore, no changes were made.
	BIOL 1	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 between scientific	80% of students successfully answered the components of the scientific method.	In-class activity or class project.	Before the exam, review scientific method and provide example on how to apply data (use scientific method).

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	BIOL 1	SLO #1	and established knowledge.	80% of students successfully answered the components of the scientific method.	In-class activity or class project.	Before the exam, review scientific method and provide example on how to apply data (use scientific method).
				<p>Instructor drops were for non-participation in class work and non-submission of assignments (stopped attending the class). Of the 39 completing the class, 27 students (69%) completed the class successfully with a grade of C or better. Four students completed the class with a grade of D and eight students completed the class with a grade of F. These students failed to complete assignments and/or failed to take the final exam. Of the 14 students that were dropped, they had stopped attending the class after the first census. Discussion forum assignments were composed of questions to stimulate critical thinking skills, writing skills, and organizational skills. Students were encouraged to interact with each other by the instructor posting thought-provoking questions.</p> <p>Average class grade on Discussion Forum Assignments - Discussion forum (9 discussions worth 10 points each) – 8.1/10 points</p>	<p>A retention rate of only 73% seems low. This low retention rate is not often observed in previous Biology 1 classes that I have taught. Perhaps a part of the problem is simply students becoming overwhelmed with other class work or home responsibilities. However, I continue to be involved with all students in the discussion forum, as this is my primary contact point. Showing an interest in their posts, commenting on their viewpoints, and asking appropriate questions are the ways I use to keep their interest high in the class material.</p> <p>The interactive discussion forum continues to be a sufficient means of assessing each student's understanding and grasp of the subject material. This was evident in the increase of their level of understanding and comprehension in environmental biological problems as the class progressed through nine weeks. Grade distribution appears to be normal for the class. Fourteen students were not successful, primarily due to infrequent participation in class assignments. Perhaps this is due to poor study skills or lack of personal commitment. Remedial instruction for study skills may be beneficial for such students. This number of students not passing the class with a grade of C or better does seem high for this session of Biology 1 compared to previous classes I have taught.</p>	<p>To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum throughout the nine weeks of the class. Those students that were dropped by the instructor were dropped to non-attendance between the first and second censuses. Although encouragement was given in the instructor's responses and questions directed at the student's write-ups were asked by the instructor, most students were seldom responsive. This appears to be a problem more systemic with online classes where instructors have little to no face-to-face contact with the students. Student participation is always encouraged but extenuating circumstances in student lives is recognized.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	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.	92% of students passed the final exam with a C or better.	Study guides will be distributed at least two weeks before the exam, students will have more time to review major concepts discussed in class.	As semester progressed, study guides were given to students, which focused on specific topics discussed in class. This gave them opportunity to review concepts before the exam.
				Weekly quizzes were multiple choice; midterm and final exams were of two parts – objective and essay questions. Average class grade on quizzes and exams, Quizzes (7 quizzes of 10 questions each) – 8.2/10 questions answered right Midterm Exam – 78.00/100 points Final Exam – 80.10/100 points	Examinations continue to be an acceptable means of evaluating student's grasp of the subject material. Distribution of grades demonstrates an expected range among a diverse population of students. Students at or below the grade of C would likely improve their scores through remedial studies for improving study habits and critical thinking skills. Others simply need to improve their commitment to their education and make it a priority during the academic school year. It is expected that such changes in student performance should occur prior to enrolling in the biological sciences. My perceptions on student improvement are shared with the class via weekly scores posted in Moodle after completion of each week's assignments and the midterm/final exams.	Questions were written to evaluate student's comprehension of reading assignments and lessons presented by the instructor. Student responses were evaluated on their comprehension of the material presented in class, and to judge their writing skills and critical thinking skills in the biological sciences. The results, as displayed in #9 are similar to previous classes taught.
		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	27 students successfully completed and submitted the required term paper. 12 students did not submit a term paper, as required in the syllabus. Average scored points for the term paper was 37 of 40 points.	30% of the class did not complete the term paper assignment. This is a typical percentage compared with other classes of Biology 1. No reasons for not completing the assignment were given by the students, nor is there any sense of student abilities revealed in this statistic. Some of the best students in the class that excelled in the discussion forums, the weekly quizzes, and both midterm	None, the term paper continues to provide the ability to assess each student's ability to communicate in writing, use library materials for research, and follow appropriate formatting guidelines. In addition, the students were assessed on their ability to research and understand complex environmental problems and articulate their findings in the paper and present scientifically based solutions.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	these conclusions to personal, community, or scientific problems.	27 students successfully completed and submitted the required term paper. 12 students did not submit a term paper, as required in the syllabus. Average scored points for the term paper was 37 of 40 points.	and final exams, did not submit a term paper, while other students that only performed at a mediocre pace did submit well-written term papers. It does appear that those that completed the assignment possessed sufficient knowledge and skills to research a term paper and present their findings in written form. Perhaps for a third of the class that did not complete the assignment a remedial writing class for first year students would be beneficial, as would an introductory session in the use of library resources.	None, the term paper continues to provide the ability to assess each student's ability to communicate in writing, use library materials for research, and follow appropriate formatting guidelines. In addition, the students were assessed on their ability to research and understand complex environmental problems and articulate their findings in the paper and present scientifically based solutions.
				96% of students evaluated carbon data (wedges game) and formulated a plan to reduce projected carbon emissions.	Allow more time for student reflection and data collection.	This activity was effective in that it engaged students and allowed for them to make informed decisions. Students developed a plan (various strategies) to reduce carbon emissions. Results of the ecological footprint demonstrated students were implementing strategies suggested.
	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.	"Scientific method" free response questions. Out of 21 students 3 were not present in class and received 0 for the assessment. Of 18 students who did the work 17, or 94% received grades "C" or better. 1 student received a "D"	This assessment was given to students after the lecture to check their comprehension of the material. The results indicate that students understood the material. It also encouraged students to write their responses rather than chose between already given answers. I like the assessment and plan to use it again next time. Because it is an in class assignment, next time I will provide similar work for the students who missed the class that day.	Because this was the first year I used the assessment, I made no changes from the previous assessment and results.
				10 out of 10 students passed with a "C" or better.	Students seemed to enjoy discussing and analyzing current science articles. This exercise encourages discussions about the	Science article discussion only occurred during the first half of the course while Ms. Getzlaff was instructing. Only two scientific article discussions occurred in

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				10 out of 10 students passed with a "C" or better.	quality of scientific knowledge and its sources. I am planning to continue using this exercise.	the first half of the course. Therefore, the Scientific Article II was used in place of Scientific Article IV, which was used last time.
				80% of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this discussion students were using peer-reviewed scholarly articles to assess the validity of Western and Eastern medicinal approaches to treat cardiovascular disease.	The data suggests that pre-selecting a week's discussion board to evaluate makes the collection and analysis of data a smoother process (obviously not pedagogy there!). Pedagogically, I think that evaluating the data from an earlier week (say week 2) might help me to catch more students before they fail or leave though the number of students meeting the target for successfully describing the scientific process is very solid.	I selected a specific week's discussion board to evaluate this time, which makes assessing the data much more streamlined.
		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.	10 out of 10 students passed with a "C" or better.	The results showed that it is a better practice to use the 4 unit Exams after each unit than waiting until the midterm and final tests. Students were better prepared for the specific unit test instead of the wide variety of topics during previous midterm and final tests. I am planning to use the same method during the next semester.	Unit 4 Exam covered topics of Evolution and Ecology. This Exam was used the first time. Formerly topics of evolution and ecology were parts of final testing. This semester instead of the Midterm and the Final we used 4 Exams each of them covering the specific unit of study.
				Out of 21 students that I had in class 1 student did not come to the final exam and received 0. Of the 20 students who took the final exam, 18 students, or 82% received grades "C" and higher. 2 students received a "D" About 10% of the students did not attempt to answer the free response questions or could not answer them correctly.	Overall the results indicate that students are comfortable with multiple choice response questions, and have difficulties with free response questions. I am planning to include more tasks and activities during the next semester that would require students to write conclusions using their own words. Making them practice before the final exam will hopefully prepare them better for the next assessment.	Because this was the first year I used the assessment, I made no changes from the previous assessment and results.
				Students exhibited solid levels of biological understanding and good test taking skills with Quiz 16. The average score was 17/20, with only a few outliers	The above data indicates the usefulness of supplemental materials. Upon surveying the students, the supplemental	The students indicated that the supplemental materials provided outside the lecture engaged their curiosity and made them want to learn more. These

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				in the lower 7 or 8 out of 20. There were no 0-6 scores, and no 10-14 scores, suggesting that the vast majority of students (28/31) thoroughly understood this material and exhibited good test taking strategies.	materials deemed most useful will be kept while the least useful will be reviewed by the instructor for evaluation of inclusion for the next time it is taught.	supplemental materials were new to the course this year.
		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.	8 out of 10 students passed with a "C" or better.	80% of the students successfully accomplished the task by getting a passing score. Students seemed to enjoy the assignment. It was directly connected to their everyday life experience because it covered human blood testing and recognizing the differences between human ABO blood types. However 2 students did not succeed. Next time I am planning to use more modeling before the assigning them the work, so they can better understand how to approach the task.	This assignment was used the first time. The assignment required critical thinking and analysis of the given information. There were more than one correct answer. Students were encouraged to write free responses expressing their knowledge and understanding of the material. The new assignment replaced homework for the Anatomy unit that was used the previous time.
				Our discussion of citizen science involved students doing one of several citizen science projects to contribute toward finding cures for cancers. The majority of students were able to evaluate not only the biological data they were working with but also critique how well the scientists did at communicating how the projects would assist in scientific endeavors. They were very successful at applying their conclusions to personal and scientific problems.	The above data indicated that I should continue to include citizen science projects for students to participate in. Such projects and resulting discussions may encourage students to engage more with science after the class is over and see how they can contribute. I must make sure to remain current in the citizen science projects so that this is a feasible discussion board.	I changed the discussion prompt and that triggered more interest from the students.
				Out of 21 students in class, 2 did not submit their work and received 0 for the assessment. Of the 19 who participated in the activity 18, or 95% of the students successfully completed this assignment with a "C" or higher grade.	I am planning to use this assessment next time. Students seemed to enjoy working on the POGIL because it required them to read and apply given information to answer questions. Next time I will include more examples of human disorders related to the nervous system that they will need to analyze. This will give them an opportunity to apply their knowledge to the real world	Because this was the first year I used the assessment, I made no changes from the previous assessment and results.

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				Out of 21 students in class, 2 did not submit their work and received 0 for the assessment. Of the 19 who participated in the activity 18, or 95% of the students successfully completed this assignment with a "C" or higher grade.	situations.	Because this was the first year I used the assessment, I made no changes from the previous assessment and results.
	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 between scientific and established knowledge.	"Scientific method" laboratory work. Out of 21 students in my class 3 did not submit the work and received 0%. 18 students participated in the activity. The laboratory work was divided into 2 sections, group work and individual work. Out of 30 possible points students could get 5 points participating in their group activities and 25 points for individual analysis and conclusion. Out of 18 students 3 students submitted only the group work not the individual work and received a grade lower than a "C". 15 students, or 83% received grades "C" or higher.	I am planning to use the assessment again next time. However, I need to encourage students to do their individual work and do not rely only on their group work. I will explain to them that their final lab will require skills such as analyzing and applying information. To learn those skills they need to practice during the semester. I will provide some extra help to any student who needs more time and explanation by staying after class, or allowing them to submit drafts of their work before grading them.	I did not use this assessment for BIOL 10L class, however I previously used it in my BIOL 2 class. Based on the previous analysis of the assessment I made several changes. I used a different rubric, and provided students with the rubric ahead of time. I also divided the work into 2 parts: individual and group work.
		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.	Out of 21 students that I had in class 1 did not show up for the Final Lab. Of the 20 students who did the lab, 18 students, or 90% received grades "C" and higher.	I am planning to use the assessment next time. The results show that most of the students can successfully accomplish the task. However, because it was a written assessment only, I am planning to add some practicum to enrich the test.	Because this was the first year I used the assessment, I made no changes from the previous assessment and results.
		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,	Out of 21 students in class, 3 did not come to the laboratory practice and received 0% for the assessment. Out of 18 who participated in the activity all 18, or 100% of the students successfully completed this assignment with a "C" or higher grade.	Students showed their ability to accomplish the task. I am planning to use the assessment next time. I will include some other methods of population size estimation along with the one I used this time. I will also include some data of human population estimation that students will need to analyze.	I did not use this assessment in my BIOL 10L class, however I used it previously in my BIOL 2 class. This time I changed the rubric. I modified the work including a short 5 min. video that was used to draw students' attention and interest. I also made it a group work so students can learn from each other. Because some of the students were only taking a laboratory class (BIOL 10L) that does not include instruction parts, I presented students with a short 20 min lecture, where I explained the topic to them.

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		SLO #3	or scientific problems.	Out of 21 students in class, 3 did not come to the laboratory practice and received 0% for the assessment. Out of 18 who participated in the activity all 18, or 100% of the students successfully completed this assignment with a "C" or higher grade.	Students showed their ability to accomplish the task. I am planning to use the assessment next time. I will include some other methods of population size estimation along with the one I used this time. I will also include some data of human population estimation that students will need to analyze.	I did not use this assessment in my BIOL 10L class, however I used it previously in my BIOL 2 class. This time I changed the rubric. I modified the work including a short 5 min. video that was used to draw students' attention and interest. I also made it a group work so students can learn from each other. Because some of the students were only taking a laboratory class (BIOL 10L) that does not include instruction parts, I presented students with a short 20 min lecture, where I explained the topic to them.
	BIOL 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.	<p>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.</p> <p>17/33 or 52% of the students successfully completed the paper with a "C" or above 4/33 or 12% of the students completed the paper with a "D" 12/33 or 36% of the students completed the paper with a "F" (including 1 student who did not complete the midterm)</p>	<p>Compared to Fall 2014 in which instructor taught the course, students did worse on this assignment. Many students did poorly on the assignment due to poor writing skills, and not completing all sections of the paper. Many students did not use proper grammar, punctuation, and spelling in their papers. Sentences were confusing, and instructor had difficulty comprehending thoughts and ideas that were written. Some of the students who did poorly also did not include references in their paper. Instructor provided information to tutoring for students who struggled with writing prior to assigning the midterm. Instructor also provided resources for help with proper grammar, punctuation, and basic writing skills. Instructor will continue with this assignment, and update sections of the paper. Instructor will continue to encourage students to utilize the resources available, to help bring their writing skills up to par with the college level.</p>	Instructor updated the assignment to writing the assignment in APA format, with references included. Instructor provided tutorial link to APA format that included audio and written/visual instructions. Instructor provided a written example of the paper in APA format.
				Students completed weekly online discussion threads that covered key	Student success was 78%. No immediate changes are planned.	I continued to drop students for missed assignments through the last census

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				principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 78%. Most students wrote well constructed paragraphs. Six students were not successful. One of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The five Ss that earned an F missed multiple assignments and several missed the final exam.	Student success was 78%. No immediate changes are planned.	date. Several students often meet the first census date requirements and then do not submit additional assignments.
				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 79%. The four students that earned a D missed multiple study guide assignments and class meetings. The remaining two students that earned an F, missed multiple study guides, and one stopped attending, missed the final exam, and failed to turn in the essay assignment.	Student success was 79%. No immediate changes are planned.	The previous success rate was 81%. No changes were planned. However, more handouts were added to enhance student understanding of the material as well as afford students the opportunity to earn formative assessment points.
				The final exam scores indicate a high C average (76%). 95% of students who took the exam earned a passing score (C or above). Data indicates that students have understood and can practically apply the concepts of the course. Of the 42 students who were enrolled at the end of the term, 36 took the final exam and demonstrated their understanding of the concepts.	Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 81% of the students who completed the course completed successfully (C or above). Those who do not complete the course successfully failed to take the final exam or stopped attending altogether. Continue to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring	Continued to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continue comments on discussions to allow time to correct grades.

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				The final exam scores indicate a high C average (76%). 95% of students who took the exam earned a passing score (C or above). Data indicates that students have understood and can practically apply the concepts of the course. Of the 42 students who were enrolled at the end of the term, 36 took the final exam and demonstrated their understanding of the concepts.	for students with lower grades. Continue to include comments on discussions to allow time to correct/improve grades.	Continued to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continue comments on discussions to allow time to correct grades.
		SLO #1 (Addison)	Have knowledge of what is covered in the chapters via examination.	The test was open book, no time limit. The majority of people did well. The ones that didn't, didn't take the exam at all or turned it in late.	I will do the same thing this next semester. It seems to work to email students ahead of time so they know what to expect in the class so they have a chance to drop the class rather than fail. I was looking for improvement of critical thought in posts. I added extra credit this class and it saved a lot of people. So I will offer extra credit again next class.	I made no changes. The feedback I got from students was that they were glad to know in advance what is expected and therefore they can be prepared.
				The tests were both take home exams. The majority of people did well. Only a few scored in the D range. They were also given the opportunity to email the test to me if they had military duties that prevented them from attending class.	I will do the same thing this next semester. Even though I have taught this class for the past 8 years this was the first time on a military base. I was looking for critical thought and found it in this class.	I made no changes. The feedback I got from students was that they were glad to know in advance what is expected and therefore they can be prepared.
		SLO #1.1	By the end of the course the successful student 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.	A = 27%, B = 40%, C = 14%, D = 6%, F = 3% This activity normally is a good one for the students. They are encouraged to discuss the questions and come up with ideas from the notes and from their own experiences. Most of the lower grades were due to students refusing to participate. The high number of As and Bs is due to the fact that there are no right or wrong answers per se, only points of view supported with material from the text and lectures.	The results suggest that this activity works well. If anything, I might encourage them to ask more questions and to more explicitly refer to their notes in their answers.	This is the first semester that I have used this assessment.
		SLO #2	Students will be able to analyze and critically evaluate	Comprehensive multiple choice exam covering all the chapters:	The results indicate that the majority of students were able to critically evaluate concepts and	Instructor decided to use the Final Exam for this SLO, rather than the discussion board that was used in Fall 2014 when

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		SLO #2	different ideas, arguments and point of views associated with human sexuality.	25/33 or 76% of the students successfully completed the final exam with a "C" or above 4/33, or 12% of the students completed the final exam with a "D" 4/33 or 12% of the students received an "F" (including 1 student who did not complete the final exam)	different points of view associated with human sexuality. The students who did poorly on the exam were students who struggled generally in the class. Instructor provided detailed study guide that closely matched each question on the exam. Instructor provided resources to tutoring for struggling students early on in the class. Instructor will continue with final exam, and also include updated questions. Instructor will continue to provide detailed study guide and resources for struggling students.	instructor last taught the course. As the exam was comprehensive, students had to know & understand various concepts/theories, and be able to apply their critical thinking skills, as most questions were application, rather than rote memorization of concepts.
				Student success was achieved by 21 students (78%). The other students did not complete all the assignments. Six students were not successful. One of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The five Ss that earned an F missed multiple assignments and several missed the final exam.	Student success was 78%. No planned changes at this time.	I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.
				Student success was achieved by 22 students (79%). The other students did not complete all the assignments. Six students were not successful. Four of the Ss earned a D and all had very low test scores in 30-50% range across most exams. The two Ss that earned an F missed multiple assignments, and class meetings. One student missed the final exam and stopped attending class.	Student success was 79%. No planned changes at this time.	The previous success rate was 81%. No changes were planned. However, more handouts were added to enhance student understanding of the material as well as afford students the opportunity to earn formative assessment points.
				Students demonstrate their understanding of concepts, principles, theories and generalizations of human sexuality through their discussions and responses to other students, evaluating the various ideas and theories, current research and various arguments and viewpoints. Grading reflects the sum of their participation and demonstrated	Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 81% of the students who completed the course completed successfully (C or above). Those who do not	Monitored course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continued to include comments on discussions to allow time to correct/improve grades.

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				understanding in this area. Data indicates that students have understood and can practically apply the concepts of the course. Of the 44 students who completed the course, 36 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 8 who did not, all failed to complete the discussions.	complete the course successfully fail to complete discussion questions or stop attending altogether. Continue to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continued to include comments on discussions to allow time to correct/improve grades.	Monitored course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continued to include comments on discussions to allow time to correct/improve grades.
		SLO #2 (Addison)	Assigning weekly homework.	Most students realized real quick by losing points that they need to post the homework assignments on the specified due date and time. Others chose not to read my posts and therefore lost points until the end of class.	I will not change anything in regards to homework as students need to learn to work on a deadline to prepare them for a 4 yr University in which that is standard. Even though I was very clear that homework is done twice a week it took students weeks before they caught on to it.	None. It is posted in the syllabi as each assignments when the assignment is due and the loss of points.
				Most students realized real quick by losing points that they need to turn in the homework assignments on the specified date and time. Due to this being military people I gave them a list of homework assignments ahead of time due to military assignments often changing weekly. They also had the opportunity to email assignments to me if they were going to be absent.	I was a little bit more flexible when it came to turning in homework. However I will not change anything in regards of the due date of assignments. Students need to learn that homework is due on a certain date and the loss of points will occur if you turn it in late.	None. It is posted in the syllabi as well as each assignments when the assignment is due and the loss of points.
		SLO #2.2	Content knowledge and test taking skills when completing essay and/or objective examinations	A = 27%, B = 20%, C = 35%, D = 9%, F = 9% These results are consistent with other groups in the past. There normal numbers of grades in the center of the distribution than in the past. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. This distribution shows a more even spread of grades. The number of Fs is about normal. This group has had a less difficult time with this class in regard to the objective examination format and essays.	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.	This is the first time that I have used this assessment for this SLO
		SLO #3	Students will be able	Student success was achieved by 21	Student success was 78%. No	I continued to drop students for missed

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		SLO #3	to demonstrate the ability to articulate positions orally and in writing.	students (78%). The other students did not complete all the assignments. Six students were not successful. One of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The five Ss that earned an F missed multiple assignments and several missed the final exam.	changes are planned for next term.	assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.
				Student success was achieved by 27 students (96%). The one student that was not successful in this area did not submit an essay and missed the final presentation. She also stopped attending class.	Student success was 79%. No changes are planned for next term.	The previous success rate was 81%. No changes were planned. However, more handouts were added to enhance student understanding of the material as well as afford students the opportunity to earn formative assessment points.
			Students posted viewpoints about whether prostitution is beneficial/harmful, should be legal/illegal, regulated by government/not regulated; benefits/consequences of gender roles; responsibility in disclosing that one has an STI; viewpoint on whether sexual intimacy or emotional intimacy is easier in a relationship; critical evaluation of society's preoccupation with the size of sexual anatomy; analyze & critically evaluate acceptable/unacceptable sexual practices in U.S. & other cultures; how media influences sexuality (included viewing of youtube videos, magazines, t.v. shows, advertisements, etc.); critical evaluation of theories pertaining to sexual orientation	19/33 or 58% of the students successfully completed the aggregate of their posts with a "C" or higher, 4/33 or 12% of the students completed the aggregate of their posts with a "D", 10/33 or 30% of the students did not complete all of their posts, or completed the aggregate of their posts with an "F"	Many students did not have strong writing skills, and therefore were unable to successfully respond to questions in written form. Many students displayed little effort in correcting the mistakes instructor pointed out, and instructor noticed that students were not proofreading or spell-checking their work. Instructor will continue providing resources for tutoring and writing skills to students, to help them succeed in their posts.	Some of the questions were updated. Students did worse on their discussion posts compared to Fall 2015, in which instructor last taught the course. Compared to the previous class, students had poor writing skills. Many were unable to communicate thoughts/ideas in written form, which inhibited instructor from being able to comprehend and follow thoughts/ideas. Some students were caught plagiarizing their peer's posts. Some students did not answer all of the discussion questions, did not follow the instructions completely, provided a response that had nothing to do with the questions, or posted too late. Instructor asked follow up questions to help students articulate thoughts better, and to remind students to complete the questions in their entirety. Many posts exhibited poor grammar, spelling, and punctuation. Instructor posted a detailed grading rubric for posts. Instructor also emailed posts back to students for the first 2 weeks to show them their writing errors, and also provided detailed feedback on the posts each week. Instructor provided information to tutoring for students who struggled with writing. Instructor also

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				<p>Students posted viewpoints about whether prostitution is beneficial/harmful, should be legal/illegal, regulated by government/not regulated; benefits/consequences of gender roles; responsibility in disclosing that one has an STI; viewpoint on whether sexual intimacy or emotional intimacy is easier in a relationship; critical evaluation of society's preoccupation with the size of sexual anatomy; analyze & critically evaluate acceptable/unacceptable sexual practices in U.S. & other cultures; how media influences sexuality (included viewing of youtube videos, magazines, t.v. shows, advertisements, etc.); critical evaluation of theories pertaining to sexual orientation</p> <p>19/33 or 58% of the students successfully completed the aggregate of their posts with a "C" or higher, 4/33 or 12% of the students completed the aggregate of their posts with a "D", 10/33 or 30% of the students did not complete all of their posts, or completed the aggregate of their posts with an "F"</p>	<p>Many students did not have strong writing skills, and therefore were unable to successfully respond to questions in written form. Many students displayed little effort in correcting the mistakes instructor pointed out, and instructor noticed that students were not proofreading or spell-checking their work. Instructor will continue providing resources for tutoring and writing skills to students, to help them succeed in their posts.</p>	<p>provided resources for help with proper grammar, punctuation, and basic writing skills. Students continued to make the same mistakes even with feedback and resources provided.</p>
				<p>Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts. They were expected to back-up their positions with current research. Grading reflects the sum of their participation and demonstrated understanding in this area. Data indicates that students have understood and can practically apply the concepts of the course. Of the 48 students who were enrolled at the end of the term, 36 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 12</p>	<p>Students become stronger critical thinkers as they look for data which supports their position and as they read and critique other students' positions on the same subject. Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 81% of the students who completed the course completed successfully (C or above). Those who do not complete the course successfully fail to complete discussion questions or stop attending</p>	<p>Continued to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continue to comment on discussions to allow time to correct grades.</p>

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				who did not, 6 failed to complete the discussions and stopped attending class. The other 6 didn't complete all of the discussions or failed to utilize references in postings to earn passing credit (70% or above).	altogether. Continue to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continue comments on discussions to allow time to correct grades.	Continued to monitor course for students with lower grades or participation and contact students to attempt to re-engage them in the course. Referrals to tutoring for students with lower grades. Continue to comment on discussions to allow time to correct grades.
		SLO #3 (Addison)	Develop critical thinking when answering assignments and discussing chapter knowledge.	Most students showed me that they developed critical thinking over the class period.	I will not change anything in regards to developing critical thinking in the assignments.	I provide more feedback in the beginning when I see students apply no critical thinking. Most catch on to what critical thinking means and by the end of the class have improved.
		SLO #3.3	Evaluation of biological data, draw reasonable conclusions, recognize the ethical implications, if applicable, and apply these conclusions to personal, community, or scientific problems	A = 27%, B = 40%, C = 14%, D = 6%, F = 3% This activity normally is a good one for the students. They are encouraged to discuss the questions and come up with ideas from the notes and from their own experiences. Most of the lower grades were due to students refusing to participate. The high number of As and Bs is due to the fact that there are no right or wrong answers per se, only points of view supported with material from the text and lectures.	The results suggest that this activity works well. If anything, I might encourage them to ask more questions and to more explicitly refer to their notes in their answers.	This is the first semester that I have used this assessment.
	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.	"Diffusion and Osmosis" laboratory work. 17 out of 24, or 71% of the students successfully completed this assignment with a "C" or higher grade. 3 students did not submit the lab report, and received 0 points for the lab.	I am planning to use the same assessment next semester. However, I will give assign more points for this type of work, hopefully encouraging them to work harder. I also noticed that students particularly have difficulties with assignments that require writing, rather than multiple choice questions. My goal is to teach them how to write scientific reports, analyze data, and draw conclusions. Next time I will ask them to submit a draft before the final report. I will check their drafts and return it back to them. This will give them the opportunity to fix their mistakes and get a	Last time I used the same assessment as a group work. This semester I changed it to an individual work. Students were required to write a laboratory report according to the rubric provided to them ahead of time. As results indicate students were not as successful working individually. In addition, the assessment did not give students enough points to affect their overall grade. That is why some of them chose not to do the assignment.

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	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.	<p>“Diffusion and Osmosis” laboratory work. 17 out of 24, or 71% of the students successfully completed this assignment with a “C” or higher grade. 3 students did not submit the lab report, and received 0 points for the lab.</p> <p>A = 10%, B = 22%, C = 44%, D = 15%, F = 9%</p> <p>This bunch of students was somewhat disappointing. Many of them, while encouraged to turn in rough drafts, refused. Procrastination was a more serious problem than in the past. Most of the Fs were due to the students not turning in the project at all. This is, however, a moderate result for a under achieving group (compared to previous semesters and years).</p>	<p>better understanding and a better score.</p> <p>I am going to grade each section of the project in the rough draft form separately as individual section grades to see if that will encourage them to work on it early.</p>	<p>Last time I used the same assessment as a group work. This semester I changed it to an individual work. Students were required to write a laboratory report according to the rubric provided to them ahead of time. As results indicate students were not as successful working individually. In addition, the assessment did not give students enough points to affect their overall grade. That is why some of them chose not to do the assignment.</p> <p>I made an even stronger case to these students to begin early and turn in rough drafts. This was also associated with an interim grade. Many of them refused or could not get the project ready by the rough draft deadline.</p>
		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.	<p>A = 17%, B = 20%, C = 40%, D = 14%, F = 9%</p> <p>These results are somewhat consistent with other groups in the past. There are far more in the center of the distribution than I normally have. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is about normal. This group has had a difficult time with this class in regard to the objective examination format and essays.</p>	<p>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.</p>	<p>I have begun to have the review sessions for the exams be held in the lecture section (rather than the lab) so that there are more students present and to facilitate greater sharing of ideas and strategies for the test.</p>
				<p>Of the 24 students that I had in class 3 did not show up for the Final Test. Out of the 21 students that took the test, 15 students received grades "C" and higher. 5 students received a "D" and 1 student received an "F" The data shows that 71% of students successfully accomplished the test. However, about 20% of the students</p>	<p>I will use the assignment again next semester changing the multiple choice and free response questions, making sure they continue to correspond with my teaching materials and reflect newer recent data and materials from the field of biology. I</p>	<p>I gave students the opportunity to get a better grade on their Final test by giving them 2 problems that they would have to explain for an extra 10 points. About 15 % of the students used the extra point assignment and increased their grade.</p>

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				made no attempt to answer the free response questions.	understand the difficulty students have with free response questions. To help them develop their higher level cognitive skills, I am planning to include more free response choices, quizzes, and activities during the next semester.	I gave students the opportunity to get a better grade on their Final test by giving them 2 problems that they would have to explain for an extra 10 points. About 15 % of the students used the extra point assignment and increased their grade.
		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.	A = 10%, B = 22%, C = 44%, D = 15%, F = 9% This bunch of students was somewhat disappointing. Many of them, while encouraged to turn in rough drafts, refused. Procrastination was a more serious problem than in the past. Most of the Fs were due to the students not turning in the project at all. This is, however, a moderate result for a under achieving group (compared to previous semesters and years).	I am going to grade each section of the project in the rough draft form separately as individual section grades to see if that will encourage them to work on it early.	I made an even stronger case to these students to begin early and turn in rough drafts. This was also associated with an interim grade. Many of them refused or could not get the project ready by the rough draft deadline.
				Out of 24 students in class 2 did not come to the laboratory practice and received 0 for the assessment. Of the 22 who participated in the activity all 22, or 100% of the students successfully completed this assignment with a "C" or higher grade.	Next semester I am planning to use the same assessment because it showed a very good results. Students benefit from working within groups. They have the opportunity to discuss the task and problem with each other. I believe it enhances their performance and makes work more interesting. However, I need to make sure every student fully participates and does his or her share within the group work.	Students worked within their groups and submitted one work per a group. Also, this semester instead of writing a lab report after the laboratory work students were required to write data analysis, create a bar graph, and discuss the connection between their work in the laboratory setting and real world problems. Students were very successful with the task.
	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.	A = 17%, B = 46%, C = 15%, D = 12%, F = 10% This activity is one in which the students have to pain the body muscles onto a leotard or body suit. It is very challenging and difficult to get right, especially since most of them do it in groups. They tell me that getting together to work on the project is difficult. Most of the lower grades were due to students either not turning in the	The results suggest that this activity works well. If anything, I might require that they turn in a rough draft mid-semester so that I can make sure that they are on the right track.	This is the first semester that I have used this assessment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	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.	project at all or doing it in a very rushed or sloppy fashion. The high number of Bs is due to the fact that many of them try to do well, but do not show me a rough draft of their work so that I can give them feedback on their project before it is due.	The results suggest that this activity works well. If anything, I might require that they turn in a rough draft mid-semester so that I can make sure that they are on the right track.	This is the first semester that I have used this assessment.
		SLO #2	Demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	A = 17%, B = 30%, C = 35%, D = 6%, F = 12% These results are consistent with other groups in the past. There are normal numbers of grades in the center of the distribution when compared to the past. This distribution shows a more even spread of grades. The number of Fs is higher than normal. This group has had a difficult time with this class in regard to the objective examination format. There is much to memorize and learn and the combination of lecture and lab is very difficult for many of my students	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.	This is the first time that I have used this assessment for this SLO
		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.	A = 17%, B = 46%, C = 15%, D = 12%, F = 10% This activity is one in which the students have to pain the body muscles onto a leotard or body suit. It is very challenging and difficult to get right, especially since most of them do it in groups. They tell me that getting together to work on the project is difficult. Most of the lower grades were due to students either not turning in the project at all or doing it in a very rushed or sloppy fashion. The high number of Bs is due to the fact that many of them try to do well, but do not show me a rough draft of their work so that I can give them feedback on their project before it is due.	The results suggest that this activity works well. If anything, I might require that they turn in a rough draft mid-semester so that I can make sure that they are on the right track.	This is the first semester that I have used this assessment.
	BIOL 5	SLO #1	Demonstrate rally, and in written form, understanding of the processes of science, the scientific methods, and the	All students in the course met the target. The target was that 80% of the laboratory reports were done at 70% or better. Peer review of drafts of laboratory reports ensured that students met the target and were improving their communication	The above data indicates that I should continue to encourage the use of the peer review process for students to reflect on their laboratory report writing before turning it in for grading.	More emphasis was placed on reviewing work before submitting it for grading. This helped students focus on how they were communicating their ideas and improved their laboratory reports.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	BIOL 5	SLO #1	relationship between scientific research and established knowledge.	skills. By the end of the course, students were able to successfully demonstrate an understanding of the process of science, scientific methods, and the relationship between established and scientific knowledge.	Therefore, I will!	More emphasis was placed on reviewing work before submitting it for grading. This helped students focus on how they were communicating their ideas and improved their laboratory reports.
		SLO #2	Demonstrate content knowledge and test taking skills when completing essays and/or objective exams.	Students exhibited high levels of physiology content on the Unit 4 exam, with a class average of 85%. The high level class average suggested to me that the "Jeopardy" review games we played in class were useful for students prior to the exam. The students who scored lower than the class average fell into one of two groups: absent during content coverage or review OR did not participate well in the review sessions.	The above data indicates that students who actively participated in class did well on the unit four exam. I will therefore encourage more student participation during review sessions and investigate additional motivating review strategies, similar to Jeopardy.	I introduced review sessions in class to improve exam results and this pedagogical approach worked well.
		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.	Our discussion of Oxygen: The Molecule that Made the World, our term book, a solid discussion of how oxygen is beneficial and harmful and the arms race we have entered with free radicals in our bodies. Also contributing to the success of the discussion was the timing and atmosphere: during Thanksgiving week and with food.	The above data indicated that I should schedule the book discussion earlier and with a potluck, so we will! The data also indicate that I should help students connect the events in the book to what is happening right now in our world and by discussing these events, we make meaningful connections to our academic learning.	I changed when in the semester we discussed the book and that made a great difference!
	BIOL 8	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.	All students in the course met the target. The target was that 80% of the laboratory reports were done at 70% or better. Students in the class started off slowly and needed more guidance than I expected on proper grammar, spelling, and essay formation. However, after peer tutoring sessions at the Student Success Center, students were well on their way to becoming better communicators.	Next semester I will continue to restructure the labs to be more inquiry-based (students asking and seeking answers to their own questions) with the exception of procedural labs such as staining. The collection of the data suggests that I would do well to encourage students to seek out writing assistance from the Student Success Center as early as the second week of the semester, so I will be doing that from now on.	Labs were less "cookbook" and more inquiry based, which made for some challenges at the beginning of the course to get students thinking about how to write their laboratory reports. However, I feel that the changes made were in the best long-term interest of the students and that the changes worked well. The emphasis on team work, implemented last year, worked well again this semester and helped keep students on track.
		SLO #2	By the end of the course, the successful student will be able to	Students exhibited high levels of microbiology content on the Unit 4 exam, with a class average of 90%. All students	Focusing on the one student who did not meet the target, my action plan is to ask each student during	The previous assessment indicated a need for additional resources for students due to an inability to access the

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	but one earned an A on the exam and the student who did not earned a D. This was likely due to the high number of classes she had missed or left early from.	the first week if they have met the chemistry pre-requisite. She somehow worked around the pre-requisite and that is unfortunate because she needed the chemistry background. I think that her lack of background knowledge coupled with stressful events going on in her personal life made it so that she was unsuccessful this semester. Overall, I plan to keep the Connect homework as an integral part of the course as it does a great job of preparing students with the material and boosting their confidence in knowing the material.	Connect homework platform for exam preparation. This class had not such issues as all students were able to easily access Connect. Therefore, changes were not necessary but will be utilized in future semesters where needed.
		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.	Our discussion of Killer Germs, our term book, was very lively and sparked discussion of how to bring science literacy to the public so we all better understand emerging diseases (West Nile) and outbreaks (Ebola). It was a wonderful discussion that well reflected the hard work students have put in all semester. I believe it worked so well because our discussion was during the week of Thanksgiving and we combined the discussion with a potluck (who doesn't discuss better with a full tummy?!).	The above data indicated that I should schedule the book discussion earlier and with a potluck, so we will! The data also indicate that I should help students connect the events in the book to what is happening right now in our world and by discussing these events, we make meaningful connections to our academic learning.	I changed when in the semester we discussed the book and that made a great difference!
	CBIS 1	SLO #1	Make evident an understanding of how computers work with input, output, processing, storage, and stored programs.	Based on the final exam results, 15 out of 15 (100%) students successfully demonstrated understanding of SLO #1. Three (3) active students didn't take the final exam. Tried to reach all 3 students, but had no response from anyone!	None; as the success rate is perfect. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.
				Based on the final exam results, 19 out of 21 (90%) students successfully demonstrated understanding of SLO #1. Three (3) active students didn't take the final exam.	None; as the success rate is 90%. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1.	None, as the success rate was 100%.
				Based on the final exam results, 24 out of	None; as the success rate is	None, as the success rate was 100%.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				24 (100%) students successfully demonstrated understanding of SLO #1. Three (3) active students didn't take the final exam. Two (2) students had car issues; and the third student, reason is unknown.	perfect. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.
		SLO #2	Demonstrate understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands.	Based on a hands-on lab, 17 out of 17 (100%) students successfully demonstrated understanding of SLO #2. One (1) active student didn't take the final exam; student decided not to do that specific 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.	No changes were necessary; as the success rate was PERFECT (100%).
				Based on a hands-on lab, 26 out of 26 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform this lab project.	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.	No changes were necessary; as the success rate was PERFECT (100%).
				Based on a hands-on lab, 28 out of 29 (97%) students successfully demonstrated understanding of SLO #2. Four (4) active student didn't perform the lab assignment.	None, as the success rate is 97%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).
				Based on the final exam results, 15 out of 15 (100%) students successfully demonstrated understanding of SLO #2. Three active students didn't take the final exam. Tried to reach all 3 students, but had no response from anyone.	None; as the success rate is perfect. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #2. It is working.	
		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.	Based on the final exam results, 15 out of 15 (100%) students successfully demonstrated understanding of SLO #2. Three (3) active students didn't take the final exam. Tried to reach all 3 students, but had no response from anyone!	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.	None, as the success rate was 100%.
				Based on the final exam results, 20 out of 21 (95%) students successfully demonstrated understanding of SLO #3.	None; as the success rate is 95%. Toward the end of the term, students are needed to be	None, as the success rate was 100%.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Three (3) active students didn't take the final exam.	reminded of the importance of understanding SLO #3.	None, as the success rate was 100%.
				Based on the final exam results, 24 out of 24 (100%) students successfully demonstrated understanding of SLO #3. Three (3) active students didn't take the final exam. Two (2) students had car issues; and the third student, reason is unknown.	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.	None, as the success rate was 100%.
	CBIS 10	SLO #1	Learn how modern computers are constructed from basic logic gates and sequential elements.	Based on a written exam, final exam, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #1. All active students did take the final exam.	None; as the success rate is perfect. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	More time was spent on SLO #1. Students were informed of the importance of understanding how modern computers are constructed from basic logic gates and sequential elements.
		SLO #2	Identify the major components of a modern processor, ALU, Control Unit and Memory.	Based on a written exam, final exam, results, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #2. All active students did take the final exam.	None; as the success rate is perfect. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #2. It is working.	More time spent on SLO #1. Students were informed of the importance of identify the major components of a modern processor, ALU, Control Unit and Memory.
		SLO #3	Be able to code and test programs using Assembly Language Programming.	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #3. All active students did perform this lab project.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully adhere to the lab instructions.	Students were informed of the importance of performing this particular lab due to the importance of knowing how to code and test programs using Assembly Language Programming.
	CBIS 13	SLO #1(1)	Identify what skills are required in MIS	31 out of 40 original students were to submit the project capstone. 8 Students were dropped first two weeks of class for no show, and one student dropped during week 4 for work submitted. Of the 31 students 26 students submitted a project and only 17 students submitted required discussion participation and forum answers for the project so there was a failed rate of 64% for students discussion participation for the project A-C, regardless of lowering discussion standards and applying a 2.7% curve on grading of discussions. Of the 26 students who submitted a written project 72% passed with a 72.3% or higher which by state standard is around average, but	Because I didn't have a project requirement in my last assessment for this course, I plan to compare these results with Spring 2016's results. I feel the students can do better and look to set my goal to be closer to 80%. My plan of action is to post the project at the beginning of the course can be read below and change the grading of discussion participation for the project. I didn't post the project for this section coursework, until week 4	Changes made from previous assessment were the following: 1. The textbook was changed from an upper graduate textbook to a more appropriate under graduate textbook. 2. Quizzes and discussions were also changed to reflect more of critical thinking type processing. 3. A capstone project was added to the course. 4. In the capstone project the students were asked to answer the objectives of the course, which are: STUDENT LEARNING OUTCOMES: Upon successful completion of the course, the student shall:

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 13	SLO #1(1)	Identify what skills are required in MIS	would like to see more students succeed. 8% of students who completed the course, never submitted a project and six students was given a F and these students stopped attending during week 3 and 4 of the course. SUMMARY: There is room for improvement and is outlined below.	(before the Thanksgiving break). I felt a lot of students felt there was a lot of work submitted at them mid-way, so informing students in a more up front fashion may help students plan their time, and be aware of the work load for the course. I have also recreated the quizzes and the final for this the Spring 2016 course, and will compare results next semester as well. In hind sight discussion participation might be better off being an "at will" sort of assignment, and working in teams can be dealt with in a better fashion, and will contact the online department for advice on how to better create "teams" for group project and collaboration. Note what did work well for the course was using the "Instructors POSTING area" in moodle to keep students up to date on a daily if not every other day updates. I was expressed to, by many students in class, more than normal, they appreciated my interactions. I will also like to work on the Moodles' grade book and how it looks to students, as I've noticed many students expectations of what they see in the grade book varies widely is often confused about their grade, regardless of endless updates, and messages to many.	<ul style="list-style-type: none"> • Demonstrate awareness of the social impact of information systems. • Demonstrate the role of Information Systems in the globalization of business. • Identify the latest developments and trends in the field. • Identify what skills are required in MIS. • Understand Global Information System, Human Resource Information System, and Rapid Application Development. • Develop, design, and implement a Management Information System. • List various security and privacy issues with information systems. <p>5. Case studies were removed as assignments and added to the overall capstone project.</p> <p>6. The project was broken up into three parts:</p> <ul style="list-style-type: none"> ? Case Studies/Discussions, ? Course Required Topic Questions (10), ? And, had students summaries and answer the student learning outcomes pointed out above.
		SLO #2(1)	Identify the latest developments and trends in the field	31 out of 40 original students were to submit the project capstone. 8 Students were dropped first two weeks of class for no show, and one student dropped during week 4 for work submitted. Of the 31 students 26 students submitted a project and only 17 students submitted required discussion participation and	Because I didn't have a project requirement in my last assessment for this course, I plan to compare these results with Spring 2016's results. I feel the students can do better and look to set my goal to be	Changes made from previous assessment were the following: 1. The textbook was changed from an upper graduate textbook to a more appropriate under graduate textbook. 2. Quizzes and discussions were also changed to reflect more of critical

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2(1)	Identify the latest developments and trends in the field	forum answers for the project so there was a failed rate of 64% for students discussion participation for the project A-C, regardless of lowering discussion standards and applying a 2.7% curve on grading of discussions. Of the 26 students who submitted a written project 72% passed with a 72.3% or higher which by state standard is around average, but would like to see more students succeed. 8% of students who completed the course, never submitted a project and six students was given a F and these students stopped attending during week 3 and 4 of the course. SUMMARY: There is room for improvement and is outlined below.	<p>closer to 80%. My plan of action is to post the project at the beginning of the course can be read below and change the grading of discussion participation for the project.</p> <p>I didn't post the project for this section coursework, until week 4 (before the Thanksgiving break). I felt a lot of students felt there was a lot of work submitted at them mid-way, so informing students in a more up front fashion may help students plan their time, and be aware of the work load for the course. I have also recreated the quizzes and the final for this the Spring 2016 course, and will compare results next semester as well. In hind sight discussion participation might be better off being an "at will" sort of assignment, and working in teams can be dealt with in a better fashion, and will contact the online department for advice on how to better create "teams" for group project and collaboration.</p> <p>Note what did work well for the course was using the "Instructors POSTING area" in moodle to keep students up to date on a daily if not every other day updates. I was expressed to, by many students in class, more than normal, they appreciated my interactions. I will also like to work on the Moodles' grade book and how it looks to students, as I've noticed many students expectations of what they see in the grade book varies widely is often confused about their grade, regardless of endless updates, and messages to many.</p>	<p>thinking type processing.</p> <p>3. A capstone project was added to the course.</p> <p>4. In the capstone project the students were asked to answer the objectives of the course, which are: STUDENT LEARNING OUTCOMES: Upon successful completion of the course, the student shall:</p> <ul style="list-style-type: none"> Demonstrate awareness of the social impact of information systems. Demonstrate the role of Information Systems in the globalization of business. Identify the latest developments and trends in the field. Identify what skills are required in MIS. Understand Global Information System, Human Resource Information System, and Rapid Application Development. Develop, design, and implement a Management Information System. List various security and privacy issues with information systems. <p>5. Case studies were removed as assignments and added to the overall capstone project.</p> <p>6. The project was broken up into three parts:</p> <ul style="list-style-type: none"> ? Case Studies/Discussions, ? Course Required Topic Questions (10), ? And, had students summaries and answer the student learning outcomes pointed out above.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3(1)	Identify what skills are required in MIS. Develop, design, and implement a Management Information System.	31 out of 40 original students were to submit the project capstone. 8 Students were dropped first two weeks of class for no show, and one student dropped during week 4 for work submitted. Of the 31 students 26 students submitted a project and only 17 students submitted required discussion participation and forum answers for the project so there was a failed rate of 64% for students discussion participation for the project A-C, regardless of lowering discussion standards and applying a 2.7% curve on grading of discussions. Of the 26 students who submitted a written project 72% passed with a 72.3% or higher which by state standard is around average, but would like to see more students succeed. 8% of students who completed the course, never submitted a project and six students was given a F and these students stopped attending during week 3 and 4 of the course. SUMMARY: There is room for improvement and is outlined below.	<p>Because I didn't have a project requirement in my last assessment for this course, I plan to compare these results with Spring 2016's results.</p> <p>I feel the students can do better and look to set my goal to be closer to 80%. My plan of action is to post the project at the beginning of the course can be read below and change the grading of discussion participation for the project.</p> <p>I didn't post the project for this section coursework, until week 4 (before the Thanksgiving break). I felt a lot of students felt there was a lot of work submitted at them mid-way, so informing students in a more up front fashion may help students plan their time, and be aware of the work load for the course. I have also recreated the quizzes and the final for this the Spring 2016 course, and will compare results next semester as well. In hind sight discussion participation might be better off being an "at will" sort of assignment, and working in teams can be dealt with in a better fashion, and will contact the online department for advice on how to better create "teams" for group project and collaboration.</p> <p>Note what did work well for the course was using the "Instructors POSTING area" in moodle to keep students up to date on a daily if not every other day updates. I was expressed to, by many students in class, more than normal, they appreciated my interactions. I will</p>	<p>Changes made from previous assessment were the following:</p> <p>9. The textbook was changed from an upper graduate textbook to a more appropriate under graduate textbook.</p> <p>10. Quizzes and discussions were also changed to reflect more of critical thinking type processing.</p> <p>11. A capstone project was added to the course.</p> <p>12. In the capstone project the students were asked to answer the objectives of the course, which are: STUDENT LEARNING OUTCOMES: Upon successful completion of the course, the student shall:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the social impact of information systems. • Demonstrate the role of Information Systems in the globalization of business. • Identify the latest developments and trends in the field. • Identify what skills are required in MIS. • Understand Global Information System, Human Resource Information System, and Rapid Application Development. • Develop, design, and implement a Management Information System. • List various security and privacy issues with information systems. <p>9. Case studies were removed as assignments and added to the overall capstone project.</p> <p>10. The project was broken up into three parts:</p> <p>? Case Studies/Discussions,</p> <p>? Course Required Topic Questions (10),</p> <p>? And, had students summaries and answer the student learning outcomes pointed out above.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3(1)	Identify what skills are required in MIS. Develop, design, and implement a Management Information System.	31 out of 40 original students were to submit the project capstone. 8 Students were dropped first two weeks of class for no show, and one student dropped during week 4 for work submitted. Of the 31 students 26 students submitted a project and only 17 students submitted required discussion participation and forum answers for the project so there was a failed rate of 64% for students discussion participation for the project A-C, regardless of lowering discussion standards and applying a 2.7% curve on grading of discussions. Of the 26 students who submitted a written project 72% passed with a 72.3% or higher which by state standard is around average, but would like to see more students succeed. 8% of students who completed the course, never submitted a project and six students was given a F and these students stopped attending during week 3 and 4 of the course. SUMMARY: There is room for improvement and is outlined below.	also like to work on the Moodles' grade book and how it looks to students, as I've noticed many students expectations of what they see in the grade book varies widely is often confused about their grade, regardless of endless updates, and messages to many.	Changes made from previous assessment were the following: 9. The textbook was changed from an upper graduate textbook to a more appropriate under graduate textbook. 10. Quizzes and discussions were also changed to reflect more of critical thinking type processing. 11. A capstone project was added to the course. 12. In the capstone project the students were asked to answer the objectives of the course, which are: STUDENT LEARNING OUTCOMES: Upon successful completion of the course, the student shall: <ul style="list-style-type: none"> • Demonstrate awareness of the social impact of information systems. • Demonstrate the role of Information Systems in the globalization of business. • Identify the latest developments and trends in the field. • Identify what skills are required in MIS. • Understand Global Information System, Human Resource Information System, and Rapid Application Development. • Develop, design, and implement a Management Information System. • List various security and privacy issues with information systems. 9. Case studies were removed as assignments and added to the overall capstone project. 10. The project was broken up into three parts: ? Case Studies/Discussions, ? Course Required Topic Questions (10), ? And, had students summaries and answer the student learning outcomes pointed out above.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 2	SLO #1	Understand the infrastructure of the Internet and describe the current technology being implemented on the internet.	Based on a written exam, final exam, 17 out of 17 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. Three active students didn't take the final exam.	None; as the success rate is 100%. Toward the end of the term, students need to be reminded of the importance of understanding SLO #1.	None, as the success rate was 100%
		SLO #2	Develop an understanding of internet security and how to be safe on the WWW.	Based on a hands-on lab, 19 out of 19 (100%) students successfully demonstrated understanding of SLO #2.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).
		SLO #3	Understand the basics of e-commerce and how companies are doing business over the web.	Based on a written exam, final exam, 17 out of 17 students (who took the final) successfully demonstrated proficiency in understanding of SLO #3. Three active students didn't take the final exam.	None, as the success rate is 95%. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #3.	None, as the success rate was 100%.
	CBIS 33B	SLO #1	Demonstrate proficiency in analyzing, debugging, modifying, and writing object oriented programs that utilize objects and classes.	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #1. All active students did perform the lab assignment.	None; as the success rate is 100%. Students are still to be reminded on the importance of attending class and understanding the concept of using the MS Visual Studio to write and debug C++ programs utilizing Object Oriented Programming (OOP).	More emphasis was exerted on debugging using the MS Visual Studio. More time was spent on the basics of Object Oriented Programming.
		SLO #2	Demonstrate proficiency in analyzing, debugging, modifying, and writing object oriented programs that utilize Polymorphism.	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform the lab assignment.	None as the success rate is 100%. Students are still to be reminded on the importance of attending class and understanding how to analyze, debug, modify, and write Object Oriented Programs that utilize Polymorphism.	More emphasis was exerted on analyzing, debugging, modifying, and writing Object Oriented Programs that utilize Polymorphism.
		SLO #3	Demonstrate proficiency in analyzing, debugging, modifying, and writing object oriented programs that utilize inheritance.	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO#3. All active students did perform the lab assignment.	None as the success rate is 100%. Toward the end of the term, students are needed to be reminded of the importance of attending classes and faithfully understand how to analyze, debug, modify, and write Object Oriented Programs that utilize inheritance.	None, as the success rate was 100%.
	CBIS 40	SLO #1	Students will demonstrate the skills	10/10 students completed this skill demonstration on their midterms and	I believe after teaching this class over 7 times, I have a good	I ensured all enrolled students were active in the class. I dropped any

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 40	SLO #1	required to prepare, edit, and format electronic spreadsheets.	finals. 9 As, 1B	teaching plan and methods to ensure students are active in the class and learn this skill	student that did not respond to my lesson 1 informational email. I spoke about demonstrated this skill in class
		SLO #1 (Durheim)	To offer an in depth presentation of Microsoft Excel 2013. To expose students to practical examples of the computer as a useful tool	6 Students registered for the course - A - 2 - B - 1 - C - 0 - D - 1 - F - 1 5 students completed 100% of required assignments. 1 students failed the assignments and had attendance issues. 1 student dropped the course.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	The real world scenarios in the text often sparked classroom debate. The class is definitely moving in the right direction, with multiple choice assignments giving way to more real world scenarios and more project based assignments.
		SLO #2	Students will solve problems associated with producing electronic spreadsheets	10/10 students completed this skill demonstration on their midterms and finals. 9 As, 1B	No need to change here I believe	I assigned homework that practiced these skills so when it came to the midterm and finals, they all performed well on these projects
		SLO #2 (Durheim)	To acquaint students with the proper procedures to create worksheets suitable for coursework, professional purposes, and personal use	6 Students registered for the course - A - 2 - B - 1 - C - 0 - D - 1 - F - 1 5 students completed 100% of required assignments. 1 students failed the assignments and had attendance issues. 1 student dropped the course.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	In addition to having more real world scenarios and more project based assignments. I have noticed that since individual student participation has increased, the overall quality of the assignments has also increased.
		SLO #3	Students will organize and communicate information and data in electronic spreadsheets	10/10 students completed this skill demonstration on their homework assignments. 9 As, 1B	I do not believe any changes are necessary. But this is the first CBIS 40 class where all the active students stayed fully engaged the whole course, so I will continue with the plan to contact students who do not respond to my lesson 1 information email.	I ensured all enrolled students were active in the class. I dropped any student that did not respond to my lesson 1 informational email. I spoke about demonstrated this skill in class
		SLO #3 (Durheim)	To help students discover the underlying functionality of Excel 2013 so they can	6 Students registered for the course - A - 2 - B - 1 - C - 0 - D - 1	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers	In addition to having more real world scenarios and more project based assignments. Students now have additional opportunities to work in team environments. Currently the team

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Durheim)	become more productive. To develop an exercise-oriented approach that allows learning by doing	- F - 1 5 students completed 100% of required assignments. 1 students failed the assignments and had attendance issues. 1 student dropped the course.	to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	assignments are extra credit only; I will be moving those assignments to the required assignment list shortly.
	CBIS 41	SLO #1	Students will demonstrate the word processing skills needed to prepare professional business and academic documents	16 Students registered for the course - A - 2 - B - 0 - C - 4 - D - 1 - F - 0 7 students completed 100% of required assignments. 9 students dropped the course for 1 reason or another.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	The real world scenarios in the text often sparked classroom debate. The class is definitely moving in the right direction, with multiple choice assignments giving way to more real world scenarios and more project based assignments.
		SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to documents	16 Students registered for the course - A - 2 - B - 0 - C - 4 - D - 1 - F - 0 7 students completed 100% of required assignments. 9 students dropped the course for 1 reason or another.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	In addition to having more real world scenarios and more project based assignments. I have noticed that since individual student participation has increased, the overall quality of the assignments has also increased.
		SLO #3	Students will organize and communicate information and data in professional business and academic documents	16 Students registered for the course - A - 2 - B - 0 - C - 4 - D - 1 - F - 0 7 students completed 100% of required assignments. 9 students dropped the course for 1 reason or another.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	In addition to having more real world scenarios and more project based assignments. Students now have additional opportunities to work in team environments. Currently the team assignments are extra credit only; I will be moving those assignments to the required assignment list shortly.
	CBIS 42	SLO #1	To offer an in-depth presentation of Microsoft Word 2013. To expose students to practical examples of	- A - 1 - B - 0 - C - 1 - D - 0 - F - 0	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers	The real world scenarios in the text often sparked classroom debate. The class is definitely moving in the right direction, with multiple choice assignments giving way to more real

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 42	SLO #1	the computer as a useful tool	2 students completed 100% of required assignments. 1 student completed the assignments in an excellent manner, 1 student did an average job, due to child care and attendance issues.	to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	world scenarios and more project based assignments.
		SLO #2	To acquaint students with the proper procedures to create documents suitable for coursework, professional purposes, and personal use	- A - 1 - B - 0 - C - 1 - D - 0 - F - 0 2 students completed 100% of required assignments. 1 student completed the assignments in an excellent manner, 1 student did an average job, due to child care and attendance issues.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	The real world scenarios in the text often sparked classroom debate. The class is definitely moving in the right direction, with multiple choice assignments giving way to more real world scenarios and more project based assignments.
		SLO #3	To help students discover the underlying functionality of Word 2013 so they can become more productive. To develop an exercise-oriented approach that allows learning by doing	- A - 1 - B - 0 - C - 1 - D - 0 - F - 0 2 students completed 100% of required assignments. 1 student completed the assignments in an excellent manner, 1 student did an average job, due to child care and attendance issues.	Real world scenarios and project based assignments have replaced multiple guess assignments. This has increased student knowledge retention. Students find answers to problems more quickly than last semester and I assume that continuing to add this type of content over multiple guess content will increase student skills even further.	The real world scenarios in the text often sparked classroom debate. The class is definitely moving in the right direction, with multiple choice assignments giving way to more real world scenarios and more project based assignments.
	CBIS 43	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 use Microsoft help, print and close files.	68% of the students completed the assignment with a "C" or better. 12 of the students did not complete the assignment and received an "F". 12 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	Continue to create videos for the visual 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. They were beneficial to the students. The students who did not pass the assignment was a result of not completing the assignment, not because the project was completed incorrectly. The course textbook for the class has an access code that some students purchase and others don't	Recorded videos for students to watch. It helped students to better understand how to complete the projects.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 43	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 use Microsoft help, print and close files.	68% of the students completed the assignment with a "C" or better. 12 of the students did not complete the assignment and received an "F". 12 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	t. It's been a confusion for students each time the class is taught. I think changing the book sold in the book store to the one without the access code would help to avoid unnecessary confusion.	Recorded videos for students to watch. It helped students to better understand how to complete the projects.
		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.	68% of the students completed the assignment with a "C" or better. 12of the students did not complete the assignment and received an "F". 12 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	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. More videos will help. I am also using more practical assignments that allow the students to be creative and utilize their PowerPoint skills.	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.
		SLO #3 (3a)	Students learned to enhance and customize PowerPoint presentations by inserting clip art, sounds, linked Excel worksheets, embed charts, and tables. They also learned how to set slide show timings, transitions, and animation effects.	68% of the students completed the assignment with a "C" or better. 12 of the students did not complete the assignment and received an "F". 12 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class	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. Even more frustrating when they promise to submit work, and then don't.	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.
	CBIS 61	SLO #1	Students will build an increased keyboard speed of 6 percent using touch typing	Of the nine students in the class, 6 were able to increase their typing speed by a minimum of 6 percent while using touch typing techniques.	Since 3 of the students were not able to meet the minimum requirement, I think that I need to find another method for the	First time teaching CBIS61

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CBIS 61	SLO #1	techniques to become more efficient and employable.	Of the nine students in the class, 6 were able to increase their typing speed by a minimum of 6 percent while using touch typing techniques.	students to demonstrate their typing skills. The textbook that is used in the class utilizes a publisher's website for typing tests. Some students found the website challenging to navigate and use.	First time teaching CBIS61
		SLO #2	Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation, and grammar correctly, and develop and improve composing and spelling skills.	Of the nine students in class, six were able to leave the class with a good understanding of proofreader's marks.	Since 3 of the students were not able to meet the minimum requirement, I think that I need to introduce more assignments that will require students to work with proofreaders' marks.	First time teaching CBIS61
		SLO #3	Students will format business and academic reports, business letters, envelopes, memos, and tables.	Of the nine students in class, six were able to leave the class able to create the required documents. I was actually pleased with the work they produced.	I would like to give the students more opportunities to create these types of documents. I believe they are vital for them to understand as they go out into the working world.	First time teaching CBIS61
	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	The average correct response to 4 questions specific to this SLO was 60%.	The above data shows an decrease in understanding and comprehension of the material. The cause of the decrease is unknown. It is clear that a majority of the students did well throughout course, but a few students that took the final but received very low grades brought the overall score down. The textbook is outdated and is planned to change to a different textbook.	The above data shows a 10% decrease from previous assessment results.
		SLO #1 (Spencer)	(a) The baseline knowledge of entering students in the area of mathematics will be determined. (b) Students will be able to demonstrate	(a) The first assignment assesses basic mathematical abilities using unit conversion problems. According to the scores of the students that participated in the first assignment, 89% scored between 70-100%, with 79% scoring above 90%. This indicates that the majority of students enrolling in CHEM 1 have a basic	(a) The basic mathematical abilities needed in the beginning of CHEM 1 are covered in the current math prerequisite for this course, but as shown by grades of students that only met the prerequisite, the prerequisite should be set at the next math course. This will be	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #1 (Spencer)	knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	<p>understanding of math. However, a survey revealed that roughly 75-80% of the students enrolled in CHEM 1 had at least one more math course above the prerequisite math course. The students that had taken more math courses than required per the current COR, were more successful in the class ultimately.</p> <p>(b) Specific questions on tests 2 and 3 are used to assess knowledge of atomic structure, molecular structure, chemical reactivity, stoichiometry and chemical calculations. The average score for the problems regarding atomic structure was 86%; the average score for the problems regarding molecular structure was 77%; the average score for the problems regarding chemical reactivity was 83%; the average score for the problems regarding stoichiometry was 71%; the average score for the problems regarding chemical calculations was 74%. These results also showed a high average for the conceptual portion that fit a relatively bell shaped curve, and a lower average for the mathematical portion that had a bimodal curve, which showed in general, the more mathematically advanced students falling in the upper curve and the students that had only taken the prerequisite math course falling in the lower curve.</p>	<p>addressed in the rewrite of the COR for this course. The assignment that was given to assess this particular SLO is sound, however, to get a clearer picture of the need for changing the prerequisite, I plan to give an equivalent assignment further along in the semester when the topics that use the more advanced math skills necessary to be successful in chemistry have been taught.</p> <p>(b) The percentages that correspond to the specific test questions are well within if not above the appropriate boundaries for a course as rigorous as chemistry. This indicates that a significant number of students were learning the material being taught enough to perform well when tested. One change that will be made is the use of a new and much better textbook. This will encourage the students to use the book as more than just a back up resource, as it is more applicable to their overall interests.</p>	N/A
		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	The average laboratory score relevant to the two SLOs was 97%.	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 5% increase in attendance to lab. No changes in pedagogy are planned for next semester.	The above data shows a 6% increase from previous assessment results.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets;	The average laboratory score relevant to the two SLOs was 97%.	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 5% increase in attendance to lab. No changes in pedagogy are planned for next semester.	The above data shows a 6% increase from previous assessment results.
		SLO #2 (Spencer)	(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 personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets; Since handling chemicals safely is	(a) Specific laboratory reports are used to assess the students' ability to perform accurate quantitative measurements, interpret experimental results, perform calculations on the experimental results and draw conclusions from the data. The average score for these reports is 18.33 out of 20 possible points. This score represents an average of 93% with 89% of the reports turned in earning a perfect score. This is a high average, which is expected because the students are encouraged to work together and to discuss questions with each other and the professor if there is any difficulty. (b) The first laboratory meeting includes an extensive discussion on laboratory safety in which the students learn about the hazards of working in a chemical lab, steps to take to minimize exposure, and potential hazards, and the proper procedures to take in any emergency that may occur. Each piece of emergency equipment is discussed at its location, and demonstrations given when appropriate. The second meeting begins with a safety quiz. The average score on the quiz was 14.36 points out of 15, which represents a score of 96%, with	(a) The above data shows that the laboratory setting is a very good learning environment for the students. This is also shown by their demeanor in lab, as compared to the classroom. The lab is the place for hands on learning, therefore, next semester, I plan to explore the possibility of dedicating more lab time to interactive discussion and active learning activities. (b) The data indicate that the students are mindful of their safety. High scores in this area are not unusual, as the students pay better attention to issues involving potential personal harm. I don't plan to change anything about my teaching of this particular topic next semester.	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (Spencer)	crucial for student's health, it is expected that all the students will score 80% or better on the safety quiz	87% of the students receiving a perfect score, and the remaining students receiving an 80%. This score is high, but is expected to be such since the students know they are having a quiz, they know it is on safety, the majority of the safety issues in laboratories are common sense, and they are interested in paying attention when we are discussing potential danger.	(a) The above data shows that the laboratory setting is a very good learning environment for the students. This is also shown by their demeanor in lab, as compared to the classroom. The lab is the place for hands on learning, therefore, next semester, I plan to explore the possibility of dedicating more lab time to interactive discussion and active learning activities. (b) The data indicate that the students are mindful of their safety. High scores in this area are not unusual, as the students pay better attention to issues involving potential personal harm. I don't plan to change anything about my teaching of this particular topic next semester.	N/A
		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 scientific communication skills; students will complete legible and complete laboratory reports.	The average laboratory score relevant to the two SLOs was 100%.	The data indicates that no changes need to be made for this SLO next semester.	The above data shows a 0% increase from previous assessment results. No changes in the assessment were made
		SLO #3 (Spencer)	(a) students will be competent in using computer technology to learn, gather, display, and analyze	(a) Exercises 2 and 9 are lab exercises that are specifically designed to incorporate computers into the laboratory experiments. Students gather data that is then used to plot a graph	(a) The data indicates that the students are very computer savvy and are more than competent at using computers to interpret and analyze data, as well	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Spencer)	chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written scientific communication skills; students will complete legible and complete laboratory reports	using excel, and the various tools available in the program are used to obtain information about the graph and the experiment. This Lab exercise is used to assess the students' ability to use computers in a lab setting and for experiments. The average score on this report was 19.6 points out of 20 points with all students but one receiving a perfect score on this report. (b) The laboratory reports listed above and the assignment 2 were used to assess the students' ability to express scientific concepts in writing. Because the laboratory reports involve short answers and short explanations the average score for the reports is 18.72 points out of 20 with 94% of the students earning a perfect score. Assignment 2, on the other hand was an assignment where the students were asked to explain a postulate in writing that was discussed in class. Writing assignments are always subject to non-objective grading, but in following a common grading rubric, the average score was 8.4 out of 10 with only 54% of the students earning a perfect score. These results indicate that the students are learning the concepts to the degree where they can answer test questions, but not to the degree necessary to explain chemistry concepts sufficiently.	as to use excel to obtain statistical information on the data. This experiment will be used again next semester to introduce excel to students that have no prior experience in using the program, and to show students that have used excel, its usefulness in chemistry. Future changes may include computer use in more experiments, but that will not be a change that takes place by next semester. (b) The data shows that students need more exposure to scientific writing, both as readers and as writers. Based on this assessment, I plan to give more reading assignments and more writing assignments of different lengths and point values on different topics in chemistry. The ability to express scientific concepts and thought verbally and in writing is necessary in college and in allied health fields. I anticipate that with more exposure and practice, the students will become more confident and competent in their ability to express scientific concepts verbally and in writing.	N/A
	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, cognitive, and language	Writing Paper - Nature vs. Nurture - 45 students submitted the assignment. 41/45=91.1% of the students successfully completed this assignment with a "C" or higher, 4/45 or 9% of the students failed to follow the rubric. They were allowed to review and resubmit making the appropriate changes but failed to do so.	I work closely with the students however, for some reason I still have students who 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.	There was an increase of 4% student success from when the course was previously taught online this semester. The rubric was altered slightly to incorporate the theorists and this continues to be a great assignment that delves into the influences both through nature and nurture of a child's development.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CHLD 04	SLO #1	development using standards research methodologies.	Writing Paper - Nature vs. Nurture - 45 students submitted the assignment. 41/45=91.1% of the students successfully completed this assignment with a "C" or higher, 4/45 or 9% of the students failed to follow the rubric. They were allowed to review and resubmit making the appropriate changes but failed to do so.	I work closely with the students however, for some reason I still have students who 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.	There was an increase of 4% student success from when the course was previously taught online this semester. The rubric was altered slightly to incorporate the theorists and this continues to be a great assignment that delves into the influences both through nature and nurture of a child's development.
				Writing Paper – Nature vs. Nurture – 20 students submitted the assignment. 20/20 = 100% of the students successfully completed this assignment with a “C” or higher, 2/20 students failed to submit the assignment	I work closely with the students however, for some reason I still have students who 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.	There was an increase of 4% student success from when the course was previously taught online this semester. The rubric was altered slightly to incorporate the theorists and this continues to be a great assignment that delves into the influences both through nature and nurture of a child’s development.
				Writing Paper – Nature vs. Nurture – 45 students submitted the assignment. 41/45 = 91.1% of the students successfully completed this assignment with a “C” or higher, 4/45 or 9% of the students failed to follow the rubric. They were allowed to review and resubmit making the appropriate changes but failed to do so.	I work closely with the students however, for some reason I still have students who 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.	There was an increase of 4% student success from when the course was previously taught online this semester. The rubric was altered slightly to incorporate the theorists and this continues to be a great assignment that delves into the influences both through nature and nurture of a child’s development.
		SLO #2	Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development.	I had 21 students who submitted this assignment. 21/21 = 100% of the students were successful with this assignment earning a “C” or higher, 1 student didn’t submit the assignment and wasn’t included in the results so as not to skew the success of the other students.	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.	There was a slight increase from when this course was previously taught. The lifeline assignment continues to be a success for students as they reflect on their upbringing and the influences they experienced as to whom they are today and how this might impact their parenting.
				I had 48 students who submitted this assignment. 48/48 = 100% of the students were successful with this assignment earning a “C” or higher, 1 student didn’t submit the assignment and wasn’t included in the results so as not to skew the success of the other students.	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	There was a slight increase from when this course was previously taught. The lifeline assignment continues to be a success for students as they reflect on their upbringing and the influences they experienced as to whom they are today and how this might impact their parenting.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.	Observation paper of a classroom – 20 students submitted this assignment. 20/20 or 100% of the students successfully completed this assignment with a “C” or higher, 2 students failed to submit the assignment and were not configured in the data so as not to skew the success of the others.	<p>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.</p> <p>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.</p>	There was a 10% increase in student success as compared to this semester’s online class. I reminded students about the assignment the first week of class and to set up an appointment with a preschool several weeks prior to the assignment becoming due. There were 7 students who failed to submit the assignment. I allowed a two of students to re-write their observation paper increasing their points earned but they chose not to resubmit.
				Observation paper of a classroom – 42 students submitted this assignment. 39/42 or 93% of the students successfully completed this assignment with a “C” or higher, 3/42 or 7% of the students failed to follow criteria identified on the rubric and were given the opportunity to review and resubmit but failed to take advantage of the opportunity. 7 students failed to submit the assignment and were not configured in the data so as not to skew the success of the others.	<p>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.</p> <p>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.</p>	There was a 10% increase in student success as compared to this semester’s online class. I reminded students about the assignment the first week of class and to set up an appointment with a preschool several weeks prior to the assignment becoming due. There were 7 students who failed to submit the assignment. I allowed a two of students to re-write their observation paper increasing their points earned but they chose not to resubmit.
	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 and agencies are available to	35/38 or 92% of the students were successful with completion of this assignment earning a “C” or higher, there was 3/38 or 8% who failed to submit the assignment which resulted in a failing grade for this assignment	<p>Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments...</p> <p>This was a great class with excellent student participation. There was a 9% increase in student success on this assignment</p>	There were no changes made except reminders on the assignment.

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	CHLD 06	SLO #1	families within the community.	35/38 or 92% of the students were successful with completion of this assignment earning a "C" or higher, there was 3/38 or 8% who failed to submit the assignment which resulted in a failing grade for this assignment	supporting this SLO	There were no changes made except reminders on the assignment.
				Community Organization: 93% of the students were successful in completing this assignment with a "C" or better, 7% of the students didn't turn in the assignment.	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.	I will continue to use the rubrics as they provide clarity of the expectations for the assignment when the student follows the rubric guidelines.
		SLO #2	Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities.	34/38 = 89% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 4/38 = 11% didn't submit all journals thus they weren't as successful.	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.	There were a few changes on the journal assignments reflective of the current issues in our society.
				Board meeting: 86% of the students were successful in this assignment receiving a "C" or better, 14% of the students failed to follow the rubric. All students submitted assignment.	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. The information shared helps the student with a better understanding of the assignment as we discuss the topic in class.	I shared with the students information concerning when a board meeting was taking place which helped the students to better plan when then could attend. Students brought in information of when board meetings would take place so the students had a variety of options available to them which would fit their schedules.
		SLO #3	Analyze and critique strategies that support and empower families through	38/38 of the students were successful in completing this assignment and earning a "C" or higher.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of	There were no changes made however, there was a 17% increase in student success from the previous class. The difference being that all students

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		SLO #3	respectful, 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.	38/38 of the students were successful in completing this assignment and earning a "C" or higher.	submitting their assignments... This was a great class with excellent student participation. The students worked hard on their assignments and getting them submitted.	submitted their assignment and followed the rubric that was provided.
				Advocacy letter: 100% of the students were successful in completing this assignment with a "C" or better. Comparing Fall 2014 to Fall 2015 there was an increase in student success and those that submitted followed the rubric accurately.	Working closely with the students and early alert for the students to meet with success is beneficial. Stressing the importance of submitting work as assignments are necessary for full understanding of the 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. Students like seeing the results that may take place as a result of their interest in their community.	The rubric provides clear expectations of the assignment. All students submitted the assignment. Emphasizing the importance of following the rubric and turning in their work enhances the learning experience. There were in depth discussions in the classroom concerning issues that they would like to see changed that would affect the community.
	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.	Over all the papers were good. Some paper did not displays a good coverage of the concepts of play. However, the students did a good job of explaining the sequence and stages of play. 36% students (4) received a B; 45% (5) students received a C; 18% (2) students received a D. .08% (1) student did not submit their paper and received a F.	If this is a Hybrid class next semester I will good over the requirements for the paper and lecture more on the topic. If this is a online class I will revise some of my lectures to include additional information on play and development. I will also provide additional readings.	Assessment method is the same as used Fall 2014. With CHLD 9 Fall 2015 being taught as a Hybrid class I was able to response to questions sooner. Being able to meet face to face once a week allowed students to asked more question and for me to respond in a more timely manner. I was also able to good over the requirements for the paper and to lecture more on the topic. I also gave the students additional reading on play and development.
		SLO #2	Evaluate the teachers' role in providing best and promising practices in early childhood programs.	Of the 12 students 92% students participated in all 9 Discussions. Student followed the directions outlined in the syllabus and many took care in their reply. The max points for the discussion was 90. 17% received the total points;	No changes will be made.	No changes from Fall 2014

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		SLO #2	Evaluate the teachers' role in providing best and promising practices in early childhood programs.	17% received 85 points; 8% received 79 points; 17% received 75 points; 33% received 72-70 points; and 8% received 49-40 pts.	No changes will be made.	No changes from Fall 2014
		SLO #3	Students will compare and contrast play-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.	Of the 12 students only one student did not submit their CAG assignments. Of the 11 students who did complete the assignment 64% students submitted all three CAG assignments. 27% completed 2 assignments and 9% completed only one assignment.	There is a 13% decrease in the number of students submitted their assignments compared to Fall 2014. I am unsure if the lack of submissions is due to lack of access to a preschool facility or FCC Home. I will look into contacting preschool programs and FCC Homes that will allow the student to conduct an activity in their program.	No changes made.
	CHLD 16	SLO #1	Evaluate how curriculum development and lesson planning is aligned.	All students completed the assignment. Of all that completed the assignment, all but 1 student had received a "C" or better. That 1 student who did the assignments had received a "D". When you remove the students that did not complete the assignment and look at those who completed the assignment, there was a 96% success rate of passing the assignment.	I feel that we met the SLO for this assignment "Evaluate curriculum development and how lesson planning is aligned." The majority of students were able to meet these criteria and we replicated the same results as last time and continue to use this method of pedagogy.	The results for this semester are identical to last year's SLO for the same class. The lesson plan is an excellent tool to determine this SLO.
		SLO #2	Assess the purpose and value of integrating literature, math, science, social studies, and art into the curriculum.	There were 8 chapter explorations. Most students completed all 8 assignments, with 2 students completing 3 out of 8 of the assignments, 3 completing 6 out of 8 of the assignments, and 6 completing 7 out of 8. Out of all the assignments, all but 5 students had received a "C" or better. Of the 5 students, 2 received an "F" and 3 received a "D". Overall there was a 74% success rate of passing the assignment.	I feel that we met the SLO for this assignment "Assess the purpose and value of integrating literature, math, science, social studies, and art into the curriculum.", as the majority of students were able to meet these criteria. The main change is attempting to get students engaged in the class and submitting assignments.	The Chapter Explorations force the students to take a critical thinking approach to the purpose and value of integrating literature, math, science, social studies, and art into the curriculum. As stated last time, I will continue to communicate with students on submission of work and the deadlines.
		SLO #3	Investigate the importance,	Every student completed and submitted an observation. All but 3 students	I feel that we met the SLO for this assignment "Investigate the	The observation should a similar result as last time and I will continue to

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		SLO #3	definition, and developmental stages of play.	received a "C" or better. Of those 3 students, all received a "D". There was an 86% success rate of passing the assignment.	importance, definition, and developmental stages of play." The majority of students were able to meet these criteria. I will continue to refine these areas and communicate with students about deadlines.	promote the observation and the importance of play as we progress through the semester.
	CHLD 19A	SLO #1 (Gonzalez)	Examine the health and safety regulations as mandated by the federal, state, and local agencies.	Of the 22 students that completed the assignment properly, 14 scored 80% or higher, 13 of them scored 100%. 4 students competed the assignment, but did not do enough research to complete each question. 4 students responded in personal opinion or no resources were used,	Continue to give this assignment.	None
		SLO #2 (Gonzalez)	Develop a marketing plan to describe the preschools organization.	Of the 22 students that completed the assignment, the overall class scored 90%. 16 students scored 100%, 2 students scored 93%, 2 students scored 83%, 1 scored 20 for 60%, and 1 scored 15 for 50%.	Continue to use the marketing strategy.	None
		SLO #3 (Gonzalez)	Design a business plan that includes financial planning, budgeting, and regulations.	Of the 22 students, 20 completed the assignment. 17 scored 100%, 1 scored 45 for 90% and 2 scored 40 for 80% All 20 passed with an 80% or better.	Continue to assign the operating budget, but decrease the expenses required. The center director does not usually work with utilities, salaries, insurance, etc. Create a new budget with day to day monies directors are responsible for.	None but will evaluate requirement for next class
	CHLD 19C	SLO #1	Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners	17/17 = 100% of the students completed with a "C" or higher Part I and Part III, 16/17 = 94% of the students completed with a "C" or higher for part II, 1/17 = 6% of the student's failed to follow the rubric accurately. This student was given the opportunity to review and resubmit for additional points but failed to do so. There was an increase of students success this semester	This is the second time to teach this class with the new SLOs. I found the retention for this class was better than the previous time it was taught, the students shared great information and indicated that they benefited from the information that was taught. Identified 3 concepts that they will use in the workplace.	The Case Study – guidance are real life scenarios to give actual critical thinking/problem solving skills/techniques to use in the work place.
		SLO #2	Demonstrate competency in communication and reflective practices when working with	17/17 = 100% of the students completed with a "C"	This assessment method went well – I plan to review and perhaps tweak it a little for additional clarity.	NAEYC - Code of Ethics is valuable information that should be used in any environment when working with children and their families. It was really good to see how well the students did

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		SLO #2	diverse adult populations.	17/17 = 100% of the students completed with a "C"	This assessment method went well – I plan to review and perhaps tweak it a little for additional clarity.	with their understanding of the CORE, Values, Personal, etc.
		SLO #3	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.	I had 13 students who submitted this assignment. 13/13 students completed with a "C" or higher. There were 4 students who didn't submit their work. I didn't include that data so as not to skew it.	I plan to review and tweak the rubric used to provide additional clarity that it's a two part evaluation that consist of personnel evaluations and environment evaluations.	There was some confusion as to the personnel evaluations and the environment evaluations -
	CHLD 20	SLO #1	Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings as they pertain to the value of partnerships with families and other professionals.	Research Paper – 92% of the students successfully completed this assignment with a "C" or better. 8 % of the students completed this assignment with a "D".	To share with the students the value of the assignments as they bring clearness to the content being studied. Participation of assignment is necessary for full understanding of the development of the child.	I will continue to use the rubric that was provided. The students who were not successful with this assignment didn't follow the guidelines. I will continue to provide articles on material that can be used for the paper. Also I will continue to use early alert so students are successful.
		SLO #2	Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic	Assessment paper – 86 % of the students successfully completed this assignment with a "C" or better. 14 % were not successful receiving either a "D" or "F".	To plan to continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content.	There were some changes that were made to the rubric which gave a clearer understanding as to what is expected to the assessment paper. I will continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are successful.
		SLO #3	Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development that support observation	Observation: 92% of the students were successful with this assignment completing it with a "C" or better. 8 % of the students completed this assignment with a "F". Students were required to submit proof of hours from the school site which were signed off.	Work closely with the students and use early alert for the students to succeed. Students have a clearer understanding of what is needed to succeed.	I used this assignment last year and it gave a clear understanding of the work that was needed. Students are required to document hours that are needed for assessments.

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		SLO #3	within play-based environments, curriculum and care routines for typically and atypically developing children.	Observation: 92% of the students were successful with this assignment completing it with a "C" or better. 8 % of the students completed this assignment with a "F". Students were required to submit proof of hours from the school site which were signed off.	Work closely with the students and use early alert for the students to succeed. Students have a clearer understanding of what is needed to succeed.	I used this assignment last year and it gave a clear understanding of the work that was needed. Students are required to document hours that are needed for assessments.
	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.	Student Success – Of the 8 students – 8/8 = 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.	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.	There were no changes made from the previous time this course was taught. This is a key evaluation of the student as their mentor is in the classroom with them and continually is observing them and providing feedback to their interactions etc.
		SLO #2	Design implement and evaluate curriculum activities that are based on observation and assessment of young children. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	Student Success – Of the 8 students – 8/8 = 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.	This is a capstone course and provides students with mentoring as they work/volunteer in the classroom working with young children and other teachers. This course offers the students hands on interaction of implementing their knowledge with curriculum, lesson planning, and engagement with the children through the creativity of the activities they have developed.	There were no changes made for this assessment. Students submitted activity planning forms supporting the activities they were providing to the students and how they aligned with the DRDP
		SLO #3	Critically assesses one's own teaching	Student success – Of the 8 students – 8/8 = 100% successfully completed this	This is an important component of this class. The information that is	There were no changes made as portfolios provide students the ability to

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		SLO #3	experiences to guide and inform practice by applying a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	assignment demonstrating their knowledge.	included in the portfolio indicates their knowledge and understanding of early childhood development.	show case their knowledge and understanding in working with young children and their families. This assignment is a necessary component in this class.
	CHLD 60	SLO #1	Identify the development of a child and describe how young children with disabilities and delays develop in these domains. Identify the developmental domains of a child's development and describe how young children with disabilities and delays develop in these domains.	Overall summaries were good. 77% of the students enrolled in the class completed this assignment. 25% of the students received a "A"; 15% received a "B"; 45% received a "C" and 15% received a "D". Some student's observation notes were a bit too subjective. Others struggled with APA style of writing (although examples were provided). Those students who received a "D" summary did not address all of the areas listed in the instructions.	Examples of APA style was provided; however additional examples of objective observations may need to be provided to the students. I will also develop a rubric for this assignment.	This is the first time students worked on this type of assignment.
		SLO #2	Compare the differences in an IFSP and IEP and how a child in each program may be affected as to entering a special education program and or full inclusion in a regular classroom. Compare the differences in an IFSP and an IEP and how a child in each program may be affected as to entering a special education program and or full inclusion in a regular classroom.	33% of the students received full points for their response. 33% of the students did well but could have provided more detail. These students received 75% of the points for their response. 29% of the student's responses were poor and they received 50% or less points for their response.	Although the subject was covered in the lecture and textbook I will need to provide additional information on this subject and will add an assessment related to this area.	This is the first time students worked on this type of assignment.
		SLO #3	Identify key special	Of the 21 students that took the final 14%	I will review my lecture to see if	This is the first time students worked on

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		SLO #3	education legislation and discuss how it impacts children and families with special needs.	did not answer all of the questions that covered this subject. The 86% that responded to the questions received the full points for the questions.	additional info could be covered, but overall I am pleased with percentage of students who did answer the questions and that their reposes were correct.	this type of assignment.
	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.	58 students fully understood the Problem Solving through the use of the Four (4) step process. Nine (9) students developed skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another twenty four(24) students demonstrated 90% effectiveness and another twenty five (25) students demonstrated a 91% - 100% in their testing. All students improved with forty seven (47) students or 81% attaining a score of 110 or greater on the AFCT Test. *Please Note The U. S. Army considers a soldier to be successful in class with a +10 point gain from their current GT Score. Once realizing a score of 110 on the AFCT Test, the soldier has completed as high as he/she may go. There is no A, B, C, D grading in this class. The U. S. Army administered AFCT Test is the only grade given.	The data indicates that for the majority of students, and in most respects all the students, a continuation of current practice is indicated.	The number of practice tests remained unchanged but there were more daily quizzes given to keep what was learned in previous chapters as part of the learning curve for the soldier throughout the intense three (3) week course. This increase of quizzes (3 more) as well as previous semester changes continued to increased understanding of word problems in math which resulted in no failures in the soldier's understanding.
		SLO #2	Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary choices.	Fifty eight (58) students understood the different approaches to learning vocabulary. Nine (9) students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another twenty four (24) students demonstrated 90% effectiveness and another twenty five (25) students demonstrated a 91% - 100% in their vocabulary/word knowledge testing. All students improved with forty seven (47) students or 81% attaining the 110% or greater on the final AFCT Test administered by the U. S. Army Education Office.	The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.	There were no changes made in regards to practice tests and lessons from the previous assessment period. There was a continued reinforcement of seeing and learning new vocabulary which combined with one on one study sessions before or after class especially with English as a second language learners, resulted in no failures in word knowledge.
		SLO #3	Students will demonstrate comprehension	All students improved in understanding paragraph comprehension through the use of identifying the difference between	No changes planned.	No changes as students demonstrated a knowledge as to how to differentiate the different types of questions to the

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		SLO #3	proficiency.	stated, non-stated, implied and reference questions involving what the paragraph and accompanying questions asked for.	No changes planned.	paragraphs that they were reading.
	COSM 50A	SLO #1A	Student will perform the Board of Cosmetology approved safety and general disinfection/sanitatio n procedures in the work place to protect the consumer from the spread of contagious diseases; list safety and sanitation procedures for use of equipment, implements, and treatments.	Cosm 50 A students complete chapter review, exams and performance skill required by Board of Cosmetology competencies –91% of students successfully completed the required coursework with a “C” or better Classroom enrollment of 24 students “A” (16) “B” (2) C” (3) D”	Establish motivation conditions for learners by creating an atmosphere where learners feel connected, creating a challenging and engaging educational experiences that fosters critical thinking, self-confidence, and problem-solving. Identify strengths and weaknesses of coursework through student survey form. Flashcards have been incorporated into the coursework to enhance students learning and vocabulary retention.	From the beginning only 1 student dropped, but the 24 students that attended, 22 where focus with all assignments and homework. 91%
		SLO #2A	Students will effectively communicate ideas and information orally and written; applying elements of soft skills, team building, self-confidence, problem-solving, conflict management, assertiveness, and presentation.	Cosmo 50 A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 91 % of students successfully completed the required coursework with a “C” or better _ Classroom enrollment of 24 “A” (16) “B” (2) “C” (3) “D” (1) “F” (1)	Construction of a soft skills rubric that further details the expectations of learners to further build on handling conflict management, assertiveness, and presentation.	Constructing a classroom environment that fosters critical thinking, self-confidence, and problem solving continues to be a measure in effective communication
		SLO #3A	Students will illustrate basic manipulative skills in the area of hair designing displaying basic understanding of the principles of hairstyling	Cosmo 50 A students completed chapter reviews, exams, and performance skill required by Board by Board of Cosmetology competencies – 91% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 24 students: “ (16) “B” (2) “C” (3) “1” (D) 1 “F” (1)	Develop a systematic process that assists beginning learners to mimic skills and that are mandated by the Board of Barbering and Cosmetology.	Reinforce step-by-step demonstration in hair design and principles of hairstyling. Reinvent a rubric that will outline the skills necessary to achieve assessment scores.
	COSM 50B	SLO #1 (A)	Student will demonstrate sufficient proficiency of cosmetology technical operations,	COSM 50B 24 students demonstrated performance skills required by Board of Cosmetology competencies – 100% of students successfully completed the required coursework with a “C” or better	Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology; illustrating to learners technical skills that will make them	Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.

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	COSM 50B	SLO #1 (A)	manipulative and fundamental skills of haircutting by mastering cutting tools creating design style effects.	COSM 50B 24 students demonstrated performance skills required by Board of Cosmetology competencies – 100% of students successfully completed the required coursework with a “C” or better	successful cosmetology professionals.	Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.
		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.	COSM 50B 24 students demonstrated performance skills required by Board of Cosmetology competencies – 100% of students successfully completed the required coursework with a “C” or better	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	No changes made from previous assessments. Students encouraged to apply learn techniques and methods to gain an understanding of all practical assignments. Continue to provide guidance for learners to become proficient in all aspects of haircutting.
		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.	COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 100% of students successfully completed the required coursework with a “C” or better	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.	Continue to encourage class participation to promote effective learning outcomes. Observation remains ongoing to encourage performance skills and learning outcomes
	COSM 50C	SLO #1	Student will demonstrate sufficient knowledge and competency in chemical services, chemistry of products, and selection of products to pass the State of California Cosmetology licensing exam.	Students have mastered the skill of chemical services required by the Board of Barbering and Cosmetology. The performance assessment tasks yield evidence that reveals a keen understanding of chemical services. The initial course enrollment consisted of eight students, but to external factors two student dropped the course. Six students successfully completed the course with a “C” grade or better. The results revealed a completion rate of 100% and retention rate of 75%.	The pedagogy exercised in the coursework remains effective. Presenting the performance tasks sanctioned by the Board of Barbering and Cosmetology provides a meaningful learning goal for students to understand what is required to pass the cosmetology State examination.	No changes will be made from the present method of assessment because the results prove to be positive. Faculty will continue to provide the various types of projects that will focus on problem-solving situations that students may encounter in real-world environments.
		SLO #2	Students will analyze and interpret hair	Cosmetology student display a keen understanding of the law of color by	There are no changes assigned for the next semester. The pedagogy	No changes will be made from the present capstone project because the

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		SLO #2	coloring procedure according to the client need. Students will demonstrate proficiency in hair coloring procedure as outline from the Board of Barbering and Cosmetology Performance Criteria for licensing.	completing with proficiency their capstone hair coloring project. Realistic, authentic, and creative assignments enable students to apply their learning thoughtfully thereby demonstrating their understanding of the content standards. The assessment results reflected 100% student success of the six students enrolled.	performed in the coursework remains effective. Faculty will continue to observe assessments that encourage student success and promote critical thinking.	results prove to be unquestionably successful. Faculty will continue to provide the various types of projects that will focus on critical-thinking situations that students may encounter in real-world environments.
		SLO #3	Students will successfully determine their client's hair coloring needs using salon terminology, and to communicate with diplomatically with clients using customer service skills.	Students successfully pass all chapter quizzes, midterm and final examination associated with client services, hair coloring, and customer service. Six students successfully pass the course with a "C grade or better resulting in 100% student success.	Collect currency in beauty industry updates, regulations, and technological resources to support student learning outcomes and student success.	No changes made from this assessment period. Faculty will continue to develop methods of assessment that will encourage student success.
	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.	Six students are enrolled in the course. Exams and quizzes are implemented detailing nail technology. The student enrolled successfully completed the required coursework. A=3 B=2 C=0 D=0 F=1	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 of success for students when tested by the cosmetology licensing board. Cosmetology desired results of 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.	The changes made in the coursework employed terminology flashcards: the ability to remember terms will assist learners to be test-wise. Another strategy to promote success of learners by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.
		SLO #2	The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm,	One 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.	There are no changes to be implemented at this time: continue to evaluate the quality and quantity of student's learning through dialogue with faculty and students. Properly use assessments to provide evidence	Retention results are 83%

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing.	One 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.	of learning and use rubrics as the gauge for learners to understand the measurement of each performance assignment. Encourage learners to engage in performance assesments for success in the coursework.	Retention results are 83%
		SLO #3	Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application.	The final capstone in the coursework entails an activity that demonstrates proficiency in acrylic enhancements Practicum of nail technology prepares the student for licensing. Students successfully completed the required coursework.	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 for instructions.	There no changes to be implemented at this time: continue to evaluate the quality of the nail projects. Encourage learners to engage in nail projects for success in the coursework.
	COSM 51B	SLO #1	The students will identify the structure and composition of skin, and explain the function of skin. The students will demonstrate the ability to provide skincare services in a safe environment and take measures to use Universal Precautions to prevent spread of diseases.	COSMO51B- Spring 2015-Project on the layers of the skin, performance reviews to enable each student to pass 51B and the State Board exam and the written part of the exam California requires. Out of 17 students 100% of them successfully completed the class. A=8- B=9	Faculty will continue to align the student learning outcomes continue you to encourage the students and enforce repetitious learning. The will work on flashcards and handouts that pertain to the skin structure and skin diseases.	The changes made in the coursework by the use of skincare handouts such as crossword puzzles that will enhance retention of terms to develop the abilities to test with confidence. Continue to promote the success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate student learning Faculty objectives for the course.
		SLO #2	The students will identify various types of hair removal methods, cosmetic uses, products for facials, massage manipulations and their effects; define memorize, and demonstrate skin care terminology and procedure.	Each student is assessed individually on State Board exam waxing/tweezing, basic facial, facial makeup section of the examination. The students all did well on their mock assessments. The overall for the class was 100% A=17. This was an exceptional class all good test takers.	I will encourage and reinforce what they've learned, I will continue to guide, aid and direct, teach and aid these students will give the student handouts to help familiarize them with all the terms to pass the tests here and at State Board.	A little more organized. The class was exceptional. I gave handouts and kept them busy.
		SLO #3	The student will orally explain the elements involved in client	100% A = 17	I will continue to do hands on with my students. Make sure they have full understanding of their	Immediately after assessing I gave them a paper telling why and what they did wrong so there no discrepancies. I will

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	consultation.	100% A = 17	operations they need to perform on the practical and the written part of the examination to pass there 51B Class here at BCC and what they need to pass their State Board Exams practical and written.	continue to assess individually. Much more accurate.
	COSM 51C	SLO #1	Students will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business.	Career portfolio is the capstone assignment of collective documents to showcase learner's accomplishments, skills, and abilities. Cosmetology Career Portfolio –An assembly of documentations exhibiting resume, transcripts, references, personal and professional development. The portfolio is a marketing tool that enables students to employ concepts, and practices displaying knowledge of the cosmetology environments. Eighteen students were enrolled in this course, seventeen students successfully completed the required coursework with "C" grade or better. One student disregard capstone project, homework assignments, examinations, thus, lack of attendance in the latter part of the course led to a failing grade. The results are seventeen students successfully completing the course reflected 100 % success rate.	Encourage active participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.	Seventeen students achieved high grades due to the self-direction in the coursework. There are no changes scheduled for this course, the project has proven to be a useful tool for the students future employment.
		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.	Writing employment documents – "resume and cover letter" <ul style="list-style-type: none"> 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 seventeen students, which is an effective employment tools. The results of seventeen students successfully completing the course reflected 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.	The changes made from previous assessments contributed to effective resume and cover letter writing. Students presented business-related information in resume and cover letter construction developing professional documents. The spark of excitement was created due to preparing relevant tools to pursue a job in their career choice.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		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.	success rate.	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.	The changes made from previous assessments contributed to effective resume and cover letter writing. Students presented business-related information in resume and cover letter construction developing professional documents. The spark of excitement was created due to preparing relevant tools to pursue a job in their career choice.
		SLO #3	Students will be able to communicate how to build and expand a client base.	In-class presentations are scenarios created by students to design strategies to captive 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 above average, which attributed to the successful passing of all learners. The seventeen students enrolled in the course successfully completing the course reflected 100% success.	Learners develop a handful of useful techniques that are relevant in their careers 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 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 the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.	There are no changes scheduled for this course. The students achieved high grades due to their self-direction in the coursework. The students developed verbal and written communication skills, A)speak intelligently with confidence, B) listen with discernment, and C) be computer literate. Continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.
	COSM 52	SLO #1	Upon successful completion of this course student will have achieved sufficient proficiency of Cosmetology operations to pass the	The scope of the National Cosmetology Practical Examination includes six (8) core domain services. These core domain subject-matters are demonstrated and assessed weekly to ensure competencies are learned. Seven students are enrolled in the course and successfully completed	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of	No changes will be made to assessment methods, process is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	COSM 52	SLO #1	Board of Barbering and Cosmetology Licensing state exams.	the coursework with a "C" grade or better. This represented 100% success rate in the course.	Barbering and Cosmetology mandates to ensure effective learning and student success.	No changes will be made to assessment methods, process is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.
		SLO #2	Sufficient knowledge of Cosmetology theoretical principles, rules, regulation and performance criteria to pass the Board of Barbering and Cosmetology Licensing state exams.	The National Cosmetology examination is the national licensure examination for Cosmetology, administering a replication of this examination prepares the prospective candidates sample questions for licensing. This Formative method of assessments summarize the competencies students have learned at the conclusion of an instructional segment. Seven students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the course.	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.	No changes will be made to assessment methods, process is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.
		SLO #3	Apply learned theory, manipulative skills and analytical skills to obtain receipt of licensure and employment in entry-level positions in cosmetology or a related career field.	Formative and Summative assessments clarify the targeted standards and benchmarks for instructors and students. Electronic examinations provide a portal of quality materials for exam preparation to help students pass the cosmetology licensing exam. Flashcard vocabulary reinforces learned theoretical content for preparation of cosmetology licensing. Seven students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the course.	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.	No changes will be made to assessment methods, process is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.
	CSIS 1	SLO #1	Make evident an understanding of how computers work with input, output, processing, storage, and stored programs.	28 of 31 or 90% of the students participated and successfully completed the discussion assignment with a "C" or higher. 3 of 31 or 10% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	The above data indicates a high percentage of students understanding of the course material in terms of discussion and class participation/interaction demonstrating satisfactory completion of the SLO. Continue to encourage students to improve in their individual discussion posts, participate in the class discussions and to work on improving better	Changes made included constant reminder on the improvement of students participation

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	CSIS 1	SLO #1	Make evident an understanding of how computers work with input, output, processing, storage, and stored programs.	28 of 31 or 90% of the students participated and successfully completed the discussion assignment with a "C" or higher. 3 of 31 or 10% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	communication process.	Changes made included constant reminder on the improvement of students participation
		SLO #2	Demonstrate understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands.	27 of 31 or 87% of the students completed the weekly quizzes earning a "C" or higher, 4 of 31 or 13% performed below expectation due to not completing or submitting the assignment and resulted in a failing grade. 54 of 31 or 80% of the students passed the finals with a "C" or higher grade.	Make it a point to encourage students to involve themselves in more practical aspects of the course including lab assignments, as this helps them to retain most of the knowledge needed to succeed with the course material and the stated SLO.	There were no changes made
		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.	28 of 31 or 90% of the students were successful in completing and submitting their weekly lab assignments earning a "C" or higher demonstrating satisfactory completion of the SLO. 3 of 31 or 10% did not submit the lab assignments resulting in the poor performance of the particular assignment	The lab assignment allows students to perform the work in a process that is more of a practical approach, helping them to retain the knowledge necessary to perform better in other aspects of the course. Encourage students to involve themselves in more practical aspects of the course including lab assignments, as this helps them to retain most of the knowledge needed to succeed with the course material and the stated SLO.	There were no changes
	ECON 1	SLO #1	Application of trade Theory through case studies.	35 completed the class; 88% passes the class; A-9, B-5, C-16, D-1, F-4	Encourage students to provide economic articles by providing extra credit and encouraging team interaction	Students present and discuss current economic articles, demonstrating application of theory
		SLO #1 (1)	#1 Recognition of global "Have vs. Have Not" nation differential income levels by using GDP/capita rather than GDP alone in comparing the incomes of its citizens on a country by country basis. Core Competency:	From Moodle Grade book	Moodle seems to help because it allows me to get the students grades done quickly so students know where they are heading from the beginning throughout the term. That has been a PLUS. Before Moodle this assessment I was able to do but the other assessments in 2 and 3 were very time consuming and not as precise which I am grateful that Moodle and its grade book I can now use. One thing I do	We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #1 (1)	Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.	From Moodle Grade book	find is that many students will procrastinate until the last minute to post assignments (however most post discussions right away) so I have to go in and grade often over and over each term. Another problem is a few students who work on other classes and during the end of the term add their assignments after the class is over hoping that I will giving them a passing grade. I have about 2 students who have a D and try to do this every term.	We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same.
		SLO #2	Understanding of Banking Theory through case analysis.	35 completed the class; 88% passed the class; A-9, B-5, C-16, D-1, F-4	Encourage students to provide financial and economic articles with teams and extra credit	Students present and discuss current economic articles demonstrating application of theory
		SLO #2 (2)	Application of How the FED's Monetary Policies affect the US economy through case studies. 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.	From Moodle ~ 26/38 = 68% responses last term we had a 67% response so it was a bit hire ~ I try to have at least 70% score but that is not always obtainable but 68% is fairly close. I have some students drop after the midterm when they receive a lower score so I then had fewer students left to complete the final and the final paper that could have affected the final paper score below after the midterm. However, the number of responses was not much different from other terms of 68% or within close range. This time it was in the same range as normal.	As long as I can receive close to a 68 - 70% rate then it is working (however it was a lower percentage this time), if it is lower than 68% then I have concerns. However, I do believe it was close to the same past level so I didn't have as much of a concern. Because these are extra credit assignments, students are more apt to do or not do this paper. Using Moodle has made this process easier to do which wasn't as easy prior to that addition.	None I believe that a 68- 70% rate is the normal rate of students completing this task.
		SLO #3	Recognition of global components essential for international	35 completed the class; 88% passed the class; A-9, B-5, C-16, D-1, F-4	Continue to encourage students to provide articles by providing extra credit and pro and con teams.	Students present and discuss current global economic articles and pros and cons of different governments.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	GNP/GDP calculations.	35 completed the class; 88% passed the class; A-9, B-5, C-16, D-1, F-4	Continue to encourage students to provide articles by providing extra credit and pro and con teams.	Students present and discuss current global economic articles and pros and cons of different governments.
		SLO #3 (3)	Understanding How Outsourcing Affects US Jobs Theory through case analysis 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.	Taken from Moodle 23/38 = 60% while the # of responses last term was 51% or 9% more than the spring term. I usually find A drop for the final paper but not as low as this term's dropout rate. What do I believe to be part of the reason.	As long as I can receive close to a 68% rate then it is working, lower than that rate then I have concerns because we only received 51% or 17% less than ideal. Maybe lowering the points could be part of the reason. Like I said many students didn't do as well on the midterm and didn't complete the final nor did the final paper. I feel that I need to get the information out to the students better the importance of completing this paper. Last term was much better than this term. Having been a student myself, I do have a belief that the next week being the week off, 6 (26-20=6) students who responded to the midterm paper decided that after completing the final could have decided not to continue with the final extra credit paper because the next week was a break and took off early without completing the final paper. This is what I feel was a major reason for this lower percentage.	Yes we were 13% less this time than last times response. I found that some midterm scores dropped that could have reduce Students completing the final exam and the final paper reducing both scores. It could have been a week off problem too.
	ECON 2	SLO #1	Incorporation of Business Planning utilizing Microeconomics principles.	18 completed class; 88% passed; B-6, C-6, D-4, F-2	Continue requests for articles, establish teams to discuss key concepts of each chapter.	Provided extra credit for articles Re: Business, Economics. Encouraged class discussion.
		SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency: Communication and Critical Thinking and Global Awareness and	From Moodle Grade book	The grades at the end were as follows: 21 A's, 6 B's, 3C's, 0D's and 3 F's I found 33 were graded but 8 students had dropped. Once again I had 3 more students in class this FALL than I had in Summer. Also I have decided that I need to remove a few more A's and create more B's and C's. A few	We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #1 (McQueen)	Personal/Professional Development Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.	From Moodle Grade book	terms ago I didn't have enough A's and B's so I had only gave students 10 points on my 2 extra credit midterm and final Current Events so I decided to offer them 25 points to bring up their grades. So now I am going to change the 25 points for extra credit and make it only 15 points or 5 more points than after I made the previous 10 points extra credit a few terms ago. I noticed when I only added 10 there were fewer A's and B's because ECONOMICS is a harder subject so I jumped it to 25 to try it out. What SLO's are to do is for us professors to make changes and see where it takes us. If it overshoots, then make a downward adjustment that I am doing this next term in ECON 2. Much of this work is a make a change and watch and see how the grades change and if grades inflate too much, then try another number like 15. I think that is the value of doing an SLO is to analyze what is a better approach to make it better for students in the long run.	We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher.
		SLO #2	Comprehension of marketing strategies for small business development.	18 completed class; 88% passed; B-6, C-6, D-4, F-2	Create teams to discuss key areas of chapter pro/con	Provided extra credit for Business/Economic articles. Encouraged class discussion.
		SLO #2 (McQueen)	Comprehension of 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:	From Moodle ~ 24/33 last time it was 22/33 responses = 73% response in comparison to 67% last term which is an improvement	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 assignments, students are more apt to take them. Using Moodle has made this process easier to do which wasn't as easy prior to that addition.	None I believe that a 70% rate is the normal rate of students completing this task. If another student was added it would have increase it to 70% for a student obtaining Extra Credit. Doing this by the way is not Mandatory.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (McQueen)	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.	From Moodle ~ 24/33 last time it was 22/33 responses = 73% response in comparison to 67% last term which is an improvement	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 assignments, students are more apt to take them. Using Moodle has made this process easier to do which wasn't as easy prior to that addition.	None I believe that a 70% rate is the normal rate of students completing this task. If another student was added it would have increase it to 70% for a student obtaining Extra Credit. Doing this by the way is not Mandatory.
		SLO #3	Understanding and inclusion of "explicit" and "implicit" costing strategies into business plan.	18 completed class; 88% passed; B-6, C-6, D-4, F-2	Create teams to discuss key points of each chapter.	Provided extra credit for Business/Economic articles. Encouraged class discussion.
		SLO #3 (McQueen)	Understanding how the New Health Care Act will affect Health 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,	Taken from Moodle 24/33 when it was 25/33 responses = 73% when it was 76% response last term. What is interesting that the same percentage over 70% returned during the Extra Credit Final as the midterm.	This percentage of 73% was well above the 70% rate then it is working, lower than that rate. Because these are extra credit it helps because students who are more apt to do them and willing to put in more time to increase their grades. Some students bomb the final so adding this has been helpful.	none

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (McQueen)	Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.	Taken from Moodle 24/33 when it was 25/33 responses = 73% when it was 76% response last term. What is interesting that the same percentage over 70% returned during the Extra Credit Final as the midterm.	This percentage of 73% was well above the 70% rate then it is working, lower than that rate. Because these are extra credit it helps because students who are more apt to do them and willing to put in more time to increase their grades. Some students bomb the final so adding this has been helpful.	none
	ELCT 70C	SLO #1	The student will understand the proper usage of various electrical test equipment.	83% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
		SLO #2	The student will understand the purpose and necessity of the NEC, NEMA and NFPA and how they relate to electrical safety.	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	
		SLO #3	The student will understand the numbering system and insulation ratings of conductors used in the electrical industry.	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage.	No changes were indicated because of the success of the ELCT 70E capstone class.
	ENGL 101	SLO #1	Students will improve as writers in simple writing and fixing grammatical errors in sentences.	100% pass	None	None
				20 took the subject/verb quiz and 17 passed; 19 took the fragment quiz and 18 passed; 12 took the fused sentence quiz and all 12 passed (it was later in the semester)! The 11 who passed the class also did the writing and editing exercises. There were no grades given because they just needed to do the exercises.	I plan to do more sentence level exercises before I do the actual writing assignments	I made the writing assignments simpler
				75% of the students were successful—especially in the revision stages.	Each component, from invention through revision, should be given exact due dates. When only being	More specific time-lines were given to increase student expectations.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				attendance issues.	given start and final draft due dates, the more remedial student tends to procrastinate.	More specific time-lines were given to increase student expectations.
				91% of students (10 of 11) met this target. 9% (1 student) did not take the final exam.	Although all students who completed the course met this SLO, there is always room for improvement in this SLO. It is rare that a student at this level will achieve perfection in fixing grammatical errors. In the future, I intend to place more emphasis on fixing errors in a student's own written sentences by including a term-long writing assignment in which students will search for and fix various types of errors as they are covered throughout the course. This increases the relevance of improving grammar.	N/A. I have not previously taught this course.
				Average of submitted quizzes was 75%. 19/22 or 86% of the students took the quiz, in which 12/19 or 63% were successful with a "C" or higher and 7/19 or 37% were unsuccessful with a "D" or lower.	A 75% average for this quiz is decent, but I hope to raise it in future classes. Increased in-class review was implemented during this semester in hopes that the SLO pass rate would rise, and I do believe it was helpful based on enthusiastic participation and questioning during review times and the 75% class average. However, I noticed an increasing trend of students not completing homework assignments this term than in the Spring 2015 course. I plan on altering my classroom lecture/lab setup to integrate more in-class activity—specifically on completing homework—so that students will be encouraged to complete all homework and have the ability to ask for assistance and clarifications. As understanding and completion of homework is vital to success during testing, I hope this will help with the SLO scores. I will also be looking at	Based on the results of teaching this similar quiz in Spring 2015, the percentage of passing grades has gone down from 70% to 63%; the percentage of students who submitted but did not pass went up from 30% to 37%. Also, the percentage of students who did not participate went up from 0% to 14%. This test was not altered much from the Spring 2015 class to this Fall 2015 class except that the material covered in the quiz stretched over more time as the Fall 2015 class is a full 18 weeks while the Spring 2015 class was a 9 week course. Also, the number of students enrolled in the class more than doubled.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Average of submitted quizzes was 75%. 19/22 or 86% of the students took the quiz, in which 12/19 or 63% were successful with a "C" or higher and 7/19 or 37% were unsuccessful with a "D" or lower.	revising the quiz for complexity and clarifying connection between it and previously completed homework/activities.	Based on the results of teaching this similar quiz in Spring 2015, the percentage of passing grades has gone down from 70% to 63%; the percentage of students who submitted but did not pass went up from 30% to 37%. Also, the percentage of students who did not participate went up from 0% to 14%. This test was not altered much from the Spring 2015 class to this Fall 2015 class except that the material covered in the quiz stretched over more time as the Fall 2015 class is a full 18 weeks while the Spring 2015 class was a 9 week course. Also, the number of students enrolled in the class more than doubled.
				Potentially due to the nature of independent student work, many of the chapters done by students were left incomplete.	While lab-work is a required component, it will be more focused, less intensive, and placed within the class meeting time, rather than on the front or back end. This should rectify attendance issues which resulted in incomplete work.	Previous method of assessment (CRN 20265) was less applicable to this cohort, due to student attendance issues.
		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.	100% of students (11 of 11) met this SLO at some point in the course although only 91% (10 of 11) did so on the final exam as 1 student did not take the final exam.	I don't anticipate making any changes in this aspect of the course. I will continue to give students plenty of opportunities to practice this skill.	N/A. I have not previously taught this course.
				15 were there on the last day of class. Of these, 11 passed.	I am contemplating de-emphasizing support assignments such as passing reading quizzes and doing journals on readings. They get lost in those and don't realize what's most important. The problem with doing this, however, is they won't do the support assignments and I feel they are important. I will have to find a way to balance that. I still have a big problem encouraging them to	I made the assignments simpler

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				15 were there on the last day of class. Of these, 11 passed.	come to class. I am looking forward to doing a 9-week class and seeing if the attendance improves. The shorter time frame might make them think they have a closer deadline and give them a sense of urgency.	I made the assignments simpler
				82% completed	NA	NA
				All of the students were successful in addressing the prompt. Several showed significant grammatical errors, which were improved through multiple revisions.	Continue to use more local, regional, and age-specific topics, cCreating a sense of community buy-in while developing their academic voices.	No changes were made- this was, and continues to be, a successful method of learning and assessment.
				All of the students were successful in addressing the prompt. Several showed significant grammatical errors, which were improved through multiple revisions.	Use more local, regional, and age-specific topics. Create a sense of community buy-in while developing their academic voices.	Local news was used, rather than national news, as the initiating component for inquiry. Students were more receptive and a sense of "buying-in" to the topic was created rather quickly.
				Average of submitted essays was 82%. 18/22 or 82% of the students submitted the assignment, in which 16/22 or 73% were successful with a "C" or higher and 2/22 or 9% didn't follow the guidelines.	Based on the number of students who participated (18/22), a pass rate of 16/18 or 89% illustrates a good performance on this SLO. The percentage of students who did not participate in this mid-semester assignment (4/22 or 18%) is not desirable; however, 3/4 of those students did supply an assignment in paper format but did not complete the second half of the assignment (submitting to a plagiarism website). By not doing so, their submission records as a zero or non-submission. If calculating their participation in the assignment, then only 1/22 or 5% of the students did not participate, which is fine. I have no changes planned for this assignment in future classes unless SLO pass rate for this assignment drops below 70%. I will, however, reinforce the importance of students completing both	As the previous assessment of this SLO was successful, no changes were made. Based on the results of this SLO from Spring 2015, the percentage of passing grades has gone down from 90% to 73%; the percentage of students who submitted but did not pass went down from 10% to 9%. Also, the percentage of students who did not participate went up from 0% to 18%. This assignment was not altered much from the Spring 2015 class to this Fall 2015 class except that the assignment completion time was longer since the Fall 2015 class is a full 18 weeks while the Spring 2015 class was a 9 week course. Also, the number of students enrolled in the class more than doubled.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Average of submitted essays was 82%. 18/22 or 82% of the students submitted the assignment, in which 16/22 or 73% were successful with a "C" or higher and 2/22 or 9% didn't follow the guidelines.	submissions (paper and online) in order to drop the percentage of "non-participation."	As the previous assessment of this SLO was successful, no changes were made. Based on the results of this SLO from Spring 2015, the percentage of passing grades has gone down from 90% to 73%; the percentage of students who submitted but did not pass went down from 10% to 9%. Also, the percentage of students who did not participate went up from 0% to 18%. This assignment was not altered much from the Spring 2015 class to this Fall 2015 class except that the assignment completion time was longer since the Fall 2015 class is a full 18 weeks while the Spring 2015 class was a 9 week course. Also, the number of students enrolled in the class more than doubled.
	ENGL 102	SLO #1	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.	100% successfully completed assignment	None	None
				93% successfully completed assignment	None	None
				Edit paragraphs for grammatical errors and peer-edit students' paragraphs.	I will continue this process because it worked well; however, I will ask students more questions as to how they came up with the correct answer.	We reviewed subject/verb agreement, run-on sentences, and fragment sentences and why recognizing these errors are important to editing one's own work or someone else's work. Students collaborated in small groups editing each other's paragraphs. They completed a grammar worksheet together and we went over the answers as a group and explained reasons for the correct answer.
				Out of 28 students 26 earned a C or better or 92%	There was a 4% improvement over last semester	I gave those afflicted with stage fright other responsibilities this semester
				Process paragraph – 19 attempted and 15 passed; cause or effect paragraph 18 attempted and 15 passed; classification or division paragraph 16 attempted and 11 passed; essay 17 attempted and 15	I will eliminate the hero essay.	This is the first time I taught 102

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				passed	I will eliminate the hero essay.	This is the first time I taught 102
				Students were given a prompt, addressed the prompt (draft). Students then peer reviewed papers, revised the papers, submitted to instructor for review, made corrections as needed. 100% of students effectively addressed prompt and made successful revisions.	Keep prompts accessible to entering level college students.	Prompt was current and topical for current college students.
		SLO #2	Students will be able to read short prompt and write a clear focused paragraph response – response should show clear understanding of paragraph structure, clearly respond to prompt and have few grammatical errors.	100% completed assignment successfully	None	None
				100% successfully completed assignment	None	None
				17 attempted and 15 passed	I will let them do two in class essays and choose the one they like best	N/A
				23/28 students earned a C or higher - 82% - 2 failed to take test	Attendance issues were clearly the deciding factor on which students (illegible) vs students who struggled.	There was a 2% improvement over the previous semester
				Reading Response analysis: 24/28 or 85% of the students successfully completed this assignment with a "C" or higher. 4/28 or 14% of the students failed to follow criteria. All students turned in the assignment.	I will give time for all groups to discuss out loud what they learned after critically analyzing the story/article together. Each group will learn what the other discussed.	After reading and discussing the story/article, I put students in small groups to collaborate on story/article and gave a point by point critical reading format to review as a group before giving analysis assignment.
				Students were given a prompt and required to show writing process in a Blue Book. Prewrite/invention strategies used; draft; revision marks and corrections, were all components of the grade and addressed in the rubric.	Continue using current topics as the base of a prompt. Continue to focus on the components of a prompt and devices available for student success.	Three class meetings were expended in the comprehension of various rubrics, methods of addressing components, weighting the important components of a prompt
		SLO #3	Given a paragraph sample, students will be able to apply knowledge of	100% successfully completed assignment	None	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	paragraph structure to determine elements of paragraph.	100% successfully completed assignment	None	None
				15 wrote effective paragraphs.	I had them take paragraphs and color in the various structures: topic sentence, support, and detail. They also had a paragraph worksheet that had the same three elements of a paragraph that they had to have approved before they wrote their paragraphs. We used these as support to help them write their paragraphs, but I did not assess their knowledge. I will add an assessment next semester.	N/A
				93% successfully completed the quiz	None	None
				Quiz 24/28 or 85% of the students successfully completed this assignment with a "C" or higher. 2/28 or % of the students failed to follow criteria. 2/28 or failed to submit the assignment.	This was very successful.. No changes at this time.	Students collaborated in same groups, studied grammar worksheets, analysis articles, and peer-editing of each student's work.
				Students were given a series of paragraphs and asked to edit and revise them to meet at least an 81% competency level.	Consider raising the standard to an 81% for a successful level of competency on revision.	The 81% competency level is new. These students were up to being pushed to achieve at a higher level.
	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.	13 out of 19 total students performed in essays and the research paper with 80% accuracy or above on reading and analyzing the assigned readings and then responding to the assigned readings with care, supportive evidence, comprehension on essay genres, understanding of organization of 5-paragraph essay and more sophisticated writing techniques, grammar usage, vocab and sentence variety, correct usage of voice.	I will continue to encourage the students to not only do revisions but also to hand assignments in early for comments from me before posting to Moodle by the deadline each week.	This semester, I gave the students encouragement to revise their writing for a higher grade if their essays were poor and the students did the revisions expertly.
				20 of 23 students turned in a literary analysis. The average grade was 87%	No changes made.	This is an assignment students generally enjoy though they do find aspects of it challenging.
				28 of 32 students completed the assignment. The average grade was 79.9%	I think that this indicates that additional rigor is necessary and does not impede student success	In previous classes, the average grade was 85%. I think this is attributable to additional rigor that I applied to grading

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				28 of 32 students completed the assignment. The average grade was 79.9%	by much.	in this particular semester.
				85% successfully completed assignment	None	None
				Average of submitted essays was 67%. 21/24 or 88% of the students submitted the assignment, which 12/24 or 50% were successful with a "C" or higher, 9/24 or 38% didn't follow the guidelines, and 3/24 or 13% failed to submit the assignment.	The pass rate for this SLO was poor. As previously stated for SLO records for the Fall 2014 class, I had implemented class activities to assist in comprehension of the assignment's rhetorical mode. Clearly, more practice will be needed. In the future, I plan on implementing mini writing assignments (most likely in the form of journals) on top of the already integrated group work to help prepare students for the complexity and difficulty of this assignment. I will also focus on dissecting in class sample reading material that emulates this type of rhetorical strategy in hopes of better preparing the students for writing a rhetorical analysis essay.	Based on the results of teaching this assignment back in Fall 2014, the percentage of passing grades has gone down from 54% to 50%; the percentage of students who submitted but did not pass went up from 36% to 38%; and the percentage of students who did not participate went up from 11% to 13%. This assignment was not altered from the Fall 2014 course to this Fall 2015 course, and the percentages for the Fall 2014 and Fall 2015 courses remained around the same.
				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 23 students and 21 Successful Completers. Retention was 80.44% and Success 80.44%.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
				Students scored 4.1 out of 5. Students are performing well in reading and analyzing a college-level article or essay and compose an essay in response that goes beyond a standard five-paragraph essay.	In a past SLO report, I noted an assessment of an 8:00 am class on-campus. Students seemed to be less successful at performing in-class tests during this early hour. The later (this semester) and proctored (Fall 2014) formats seems to have been more conducive to testing. Future changes will depend on the hour of the class. If it is early, more preparation for the in-class final will be necessary.	The assignments I chose for the final were the similar to the last semester.
				Students were able to read and	Maintain the reading, discussion,	Oral reading component added to

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				understand progressively more complex work and respond to prompts based on that reading.	write progression.	ensure students actually read the assignment.
				Thirteen out of fifteen students completed the assignment. Twelve of the students received a 60% or better. One student received a score of 50/100. That means that 80% of the students met the target. Two students did not turn in an assignment.	I will continue to grade the final drafts with the rubric of looking for the changes rather than grading the paper as a new draft. The grade reflects the students' abilities to revise, not just write a first draft. This was explained in the lesson for the students' instruction.	Since the students write a rough draft that has my comments and that the final draft is a revision of the rough draft, I spent more time looking at the changes to the paper. The rough draft was an assessment of how the students could write the paper. For the final draft, I especially noted the changes I suggested on the rough draft. I also looked at the changes that the students made on their own above my suggestions. Five students received an A on their final draft because they were able to revise their rough draft beyond the suggestions I made to make their paper sound more professional.
		SLO #2	Students will incorporate research into essays using MLA documentation style.	20 of 23 students turned in an annotated bib. The average grade was 75%	I will continue to utilize this assignment.	This is a high school class/learning cohort. The grade is comparable to what I have experienced with previous students in the middle college
				22 students took the exam. 8 completed assessment with an A. 5 completed assessment with a B. 1 completed assessment with a C. 5 completed assessment with a D. 3 completed assessment with an F.	I have a new study tutorial I will post in the next course.	There was a decrease of 1% student success from when the course was previously taught in the Summer. This is the seventh time to require this assignment.
				26 of 32 students completed the assignment. The average grade was 82.5%	I only had one writers' workshop (peer review) for this assignment when I have had two in previous semesters and I believe I will be reinstating a second workshop for this assignment.	I had a few students miss the deadline for turning in the assignment this semester and there is less than 2% change in average grade.
				8 out of 19 students produced a research paper that achieved 80% accuracy or above on MLA format.	Students need to be encouraged to hand the paper in early for my comments and need to be encouraged to revise the paper for a higher grade. Grade incentives need to be given to students to do these 2 things. I am also going to grade and comment on the pieces of the essay in more detail to get a	Still struggling with students comprehension of MLA form. The research papers are well-written but the students do not read the lectures or the instructions nor do they access the myriad of websites I give them to assist them with their research paper writing skills. Few students turned in the final draft of their research papers ahead to

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				8 out of 19 students produced a research paper that achieved 80% accuracy or above on MLA format.	better final product from the students.	let me comment on them before the paper was due to be posted. They all wait until the last minute to do the paper. 15 of the 19 students turned in the different sections of the paper on time with a 70% accuracy or above for the topic, title page, cluster, outline, intro, body, conclusion, Works Cited. So the students are handing in the pieces of the paper but when it comes to the final draft they mess up.
				85% successful completion of assignment	None	None
				Average of submitted essays was 77%. 15/24 or 63% of the students submitted the assignment, which 11/24 or 46% were successful with a "C" or higher, 4/24 or 17% didn't follow the guidelines, and 9/24 or 38% failed to submit the assignment.	Based on the number of students who participated (15), a pass rate of 11/15 or 73% illustrates an acceptable performance on this SLO. However, the percentage of students who did not participate in this late-semester assignment (9/24 or 38%) is poor. Some this is due to students no longer attending class during the last third of the semester; about half, 5/9 or 56%, 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. As well, I may be moving due dates around to allow for more time between the preparatory research assignment and this essay as students have voiced feeling overwhelmed with those two assignments' due dates being as close as they are. Hopefully, more time to finish the assignment will raise the participation rate.	For this course, I made it a priority to have one-on-one discussions with students about their mid-semester grades and to encourage effort and focus on this particular assignment as it was worth a large percentage of their overall grade (15%). During those meetings, I also discussed any questions they had in preparing for the assignment and their research that was being performed at that time in preparation for the assignment. This was done in hopes of lowering the non-participation percentage from the previously recorded course in Fall 2014. Based on the results of teaching this assignment back in Fall 2014, the percentage of passing grades has gone down from a 57% to a 46%; also, the percentage of students who submitted but did not pass went up from 11% to 17% (an increase of 1 student), and the percentage of students who did not participate went up from 32% to 38% (which is the same number of students [9] but in a smaller class of 24).

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				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 23 students and 21 Successful Completers. Retention was 80.44% and Success 80.44%.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
				Most students understood the complexity of MLA and the purpose of citation.	None	None
				Students scored and average od 4.3 out of 5. This indicates more than satisfactory performance in incorporating MLA format into essay #3	Next semester, I will try the same and see how it works.	Instead of not accepting essay #3 until it was in MLA format (which is tedious), I assigned an annotated bibliography which stresses the importance of MLA format.
				This discussion board (#8) was the one that corresponded to the final draft of the research paper. I revised the discussion board to allow the students to write citations from their final draft. Eleven students out of 15 posted citations for a percentage of 73%. The value of this set of postings is that the students got personal help from me with up to three of their Works Cited citations.	The students need more help on their Works Cited. In corresponding with the students, this is a difficult area for many of them. Many of them use the bibliographic helps on their computer program or on the Internet, which can cause problems, so this discussion board is helpful to guide students in changing citations that are wrong.	The previous discussion board in the same week also included citations, but the emphasis was not as much on helping students with difficult citations for their paper. Since lesson 7 included an exercise on plagiarism, this all fit together for the students to complete their research paper.
		SLO #3	Identify various essay modes and strategies and to produce such essays.	18 passed assessment. 1 failed. 3 did not submit. Thus, 85% completed assessment with a C or higher.	The past changes implemented were successful.	There was an increase of 1% student success from when the course was previously taught in the Summer. This is the seventh time to require this assignment.
	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.	26 of 28 students turned in the assignment. The average grade was 76%	This is the second time I have taught not just this class but any class online. No changes were made in the material, but I think my delivery was better and will continue to improve.	No substantial change
		SLO #2	Students will incorporate direct quotations from specific works of literature to strengthen points	27 of 28 students turned in a final essay and the average grade was 85%	I will be teaching a hybrid version of this class and will watch to see if any changes occur with a live component.	No substantial change from last time I taught the class

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	made about the works in their assigned essays.	27 of 28 students turned in a final essay and the average grade was 85%	I will be teaching a hybrid version of this class and will watch to see if any changes occur with a live component.	No substantial change from last time I taught the class
	ENGL 1C	SLO #1	Students will evaluate readings for rhetorical appeals, bias, propaganda, and logical fallacies.	10 out of 14 students completed midterm and final exams with a total score of 80% correct or higher. 12 out of 14 students completed the course with a score of total 80% correct or higher.	I felt that I was focusing too much of the grading on the MLA and not enough on critical thinking which is the main focus of this course. So I graded the discussions, essay exams, weekly essays on critical thinking skills applied to the readings versus grading on writing skills the students should have learned in ENGL 50 and 1A and the overall course grades rose because I was centering my attention on the SLO and not on the writing skills. Students' critical writing concerning the very difficult reading matter in ENGL 1C was erudite in this class especially on the midterm and final essays. Next semester, I intend to continue this approach: keep my eye on the SLO when grading and not on other distractions. Also, I intend to give the students more specific readings where rhetorical appeals and logical fallacies must be interrogated.	I taught ENGL 1C online summer 2015 for the first time in 4 years, but I cannot find the SLO form to compare to this one.
				15 out of 19 students completed midterm and final exams concerning the readings with a total score of 80% correct or higher. 14 out of 19 students completed the course with a score of total 80% correct or higher.	Next semester, I intend to continue this approach: keep my eye on the SLO when grading and not on other distractions. Also, I intend to give the students more specific readings where rhetorical appeals and logical fallacies are more evident and revising and shortening the instructions for the weekly readings to reflect this change in my goals for the students.	I taught 2, 1C online courses back-to-back in Fall 2015. I discovered that I had made an error when typing the instructions for the midterm exam and I was grading the exam incorrectly. I made a change so that the error no longer exists. I tried to focus my attention on grading the SLO and not the writing technique. This proved fruitful when collecting data for this form. In past classes, I really did not collect the correct data. I now am targeting specific data that I can use for this form. The instructions for the students have been changed to focus their attention on the

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				15 out of 19 students completed midterm and final exams concerning the readings with a total score of 80% correct or higher. 14 out of 19 students completed the course with a score of total 80% correct or higher.	Next semester, I intend to continue this approach: keep my eye on the SLO when grading and not on other distractions. Also, I intend to give the students more specific readings where rhetorical appeals and logical fallacies are more evident and revising and shortening the instructions for the weekly readings to reflect this change in my goals for the students.	SLO. Therefore, grades have improved.
				31 of 37 students turned in a final fallacies essay. The average grade was 77.5%	I will continue to utilize this assignment as it puts into practice students' ability to recognize fallacious arguments, define particular fallacies and note how authors use them in their arguments and how to avoid them.	This is a particularly difficult assignment for most students and I am pleased with the level of success.
				Data shows that students are passing the assignment, scoring an average of 4.1/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	I plan to keep the same assignment as I created last semester to work with the new textbook. It seems to be effective, so I will administer it again to double-check the effectiveness and see what refinements I can make.	I kept the same assignment as I created last semester to work with the new textbook. It seems to be effective.
				Data shows that students are passing the assignment, scoring an average of 4.3/5 this semester. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. This is a relatively new essay and I am still determining it's effectiveness.
				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 14 Successful Completers. Retention was 82.34%% and Success 82.34%.	Additional outreach, feedback visuals and explanation, and multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 22 Successful Completers. Retention was 99.04% and Success 72.79%.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.

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				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 22 Successful Completers. Retention was 99.04% and Success 72.79%.	success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
		SLO #2	Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments.	32 of 37 students turned in a final argument paper. The average grade was 79.9%	I will continue to utilize this assignment to give students practice in crafting persuasive arguments.	There is little change in the level of success in previous semesters
				8 out of 19 students completed essays with a total score of 80% correct or higher. 13 out of 19 students completed the discussions with a total score of 80% correct or higher. 12 out of 19 students completed the course with a score of total 80% correct or higher.	The students did very well on their exams in this class but their essays grades were not as good. This stems from the fact that the instructions are not clear enough and not short enough. The students do not read so I need to make everything easier and shorter, targeting the SLOs only and nothing else.	The critical thinking skills in the essays for the earlier 1C class for fall 2015 were exemplary but this class really struggled with the critical thinking aspect of the essays. The essays need a major overhaul so that the instructions are shorter and more focused on the SLO. I should have made changes from the earlier class to the later class this semester and I didn't. This caused a problem for the students to reach their SLOs adequately. I will not make that mistake again.
				9 out of 14 students completed essays and discussions with a total score of 80% correct or higher. 12 out of 14 students completed the course with a score of total 80% correct or higher.	Essay and discussion instructions and grading procedures need to be re-written to focus more attention on critical thinking skills and less attention on writing skills. I need to be more accurate about grading just to the SLO. The students did very well on their exams in this class but their essays grades were not as good. This stems from the fact that the instructions are not clear enough and not short enough. The students do not read so I need to make everything easier and shorter, targeting the SLOs only and nothing else.	I taught ENGL 1C online summer 2015 for the first time in 4 years, but I cannot find the SLO form to compare to this one.
				Data shows that students are passing the assignment, scoring an average of 3.7/5. These results demonstrate that students	Continue to show the segment.	We watched a segment about the blue eyes/brown eyes experiment and talked about the idea of double-consciousness

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				have a more than satisfactory understanding rhetorical appeals and biases.	Continue to show the segment.	before testing
				Data shows that students are passing the assignment, scoring an average of 4.8/5 this semester. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This score is significantly up from last semester.	Continue to show the segment.	We watched a segment about the blue eyes/brown eyes experiment and talked about the idea of double-consciousness before testing
				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 14 Successful Completers. Retention was 82.34%% and Success 82.34%.	Additional outreach, feedback visuals and explanation, and multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
				Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 22 Successful Completers. Retention was 99.04% and Success 72.79%.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.
	ENGL 50	SLO #1	Students will be able to read and analyze an article or essay and compose an essay in response.	100% pass	NA	NA
				100% successfully completed assignment.	None.	None
				13 students passed. 9 failed to respond.	I will continue to use this essay article for analysis. The students really connected with it and were engaged.	This was my first time teaching this course in several years.
				16 of 25 students enrolled were successful in completing the assigned essays in the appropriate rhetorical mode.	Moodle format appears successful. Basic Pedagogy remains the same. Further adjustments will be made to the week-to-week operation of the class to further adjust to the Moodle format. I am considering shifting to having students post all essays in Moodle but continue to submit exercises in email form. I have not made a final decision on this.	Course was shifted to Moodle format, the final essay was posted in Moodle, and more feedback was given in Moodle but the assignment pages and pedagogy were maintained.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				22 of 23 students turned in this assignment. The average grade was 90%	I do not have an English 50 scheduled for the spring, but I will continue to utilize guided practice in all of my classes	I spent a lot of time preparing the students for this kind of assignment and gave them practice with in class writings.
				At the end of the course, there were 9 students on the roster. Of those students, 9 completed the course, so 100% of students completed the course. Of the students who completed the course, 90% successfully met all SLOs.	Students need to read various articles and essays. Students also need to see the best ways to respond to these articles or essays.	Students had many opportunities to analyze articles and essays.
				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.	I am going to refine the material/analysis handouts to help students discuss/collaborate and critically think about writing. I will have students write and explain why they use a particular quote and how the quote explains his or her analysis and proof as to why that particular quote is useful in explaining the analysis. One important aspect I used in the Spring of 2014 was to include 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. This was very helpful and I will continue to use it.	I continued group collaboration and a questionnaire about short stories and there was a 10% student success from when the course was previously taught. This is the sixth time to require the assignment.
				Midterm summary response 23/28 students earned a C or better	I intend to drop students who have issues with tardiness as it seems to be an indicator of other study issues.	There was a decline over the previous semester because there (illegible)
				Of 12 students, 11 completed the assignment. 7 were in the “A” range (90-100); 2 were in the “B” range (80-89); and 2 were in the “C” range (70-79).	Students are able to read, understand, and analyze a text and write a response fairly well. Their essays have high scores because understanding was evident in their response. The issues were in essay development (i.e., transition sentences, flow, adherence to standard written English, etc.). I plan on incorporating more detailed lecture notes and examples into my course for the following semester on how to form	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Of 12 students, 11 completed the assignment. 7 were in the "A" range (90-100); 2 were in the "B" range (80-89); and 2 were in the "C" range (70-79).	ideas/arguments from a text into a well-developed essay earlier in the course.	N/A
				Students essays demonstrated an understanding of the reading, critical assessment of the meaning, and purpose of the language used in the reading. Of those who completed the work, 80% were successful.	I continue the inclusion of analysis of "how" the writing takes place to enhance meaning.	No changes were made for this course.
				Students scored a 4.3 out of 5 on average. This is an very good response to the prompt. It is better than last semester's average.	Keep the additional practice essays to determine whether the improvement is sustained.	I assigned more practice essays as preparation. It appears to have helped this class.
				The students were assigned to write a compare/contrast paper using two short stories. Ten students completed the project. Out of this number, 1 student got a grade less than a C. The problem is that the student basically summarized the stories rather than using critical thinking. 90% of the students were able to understand and complete the project properly.	I have seen that giving English 50 students choices of topics to use helps them direct their thinking into deeper levels and into critical thinking. But they still must come up with their own theses. The lesson will include 5 different topics from which the students can choose.	The students who received grades of "C" or better were able to understand the role of critical thinking. This may be a result of giving students a plan with 8 points to help them write the paper so that they could have an organizational process to help them stay on track with their thesis.
		SLO #2	Students will be able to incorporate research into essays using MLA documentation style.	Analysis essay: 28/31 or 91% of the students successfully completed this assignment with a "C" or higher. 3/31 or % of the students failed to follow criteria. No one failed to hand in the assignment.	I will have students write and state openly in class how and why they came up with specific quoted material that backed up their opinion. Students will collaborate in small groups and peer-edit each other's work cited and in text documentation.	I created a works cited, sources worksheet before I handed out the analysis reading and essay assignment. We allowed for an entire class period to concentrate on how to document sources MLA style and create an accurate works cited page.
				100% completed	NA	NA
				100% successfully completed assignment.	None.	None
				13 passed assessment. 3 failed. 6 did not submit. Thus, 60% completed assessment with a C or higher. 25% of the students failed to submit the assignment.	I will continue to work with students on how to choose credible sources for a college level research paper. I will add course materials and lecture materials the week prior to the paper being due to give them more time to practice using sources.	This was my first time teaching this course in several years.
				16 of 25 students were successful. The	Course will continue to be refined.	Course further shifted to Moodle

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				methodology was so successful in earlier classes that students are now asked to begin using these methods early in the class, choosing articles they feel are important and explaining that importance in their essays. The result is that students are able to engage in material they find useful, interesting, and significant. This term there were several essays done the health benefits of caffeine, and on caffeine in pregnancy that stimulated useful discussions in the class forum.	I have some significant changes in mind for submission of essays, but have not made a firm decision. I'll contact the Online office in January as to their feasibility. It has been refined each of its 18 years as a highly successful online course. Student feedback indicates a high level of student satisfaction.	method. Pedagogy was updated to take advantage of earlier success. As reported above, students are now asked to begin using research methods early in the class, choosing articles they feel are important and explaining that importance in their essays. The result is that students are able to engage in material they find useful, interesting, and significant. . This term there were several essays done the health benefits of caffeine, and on caffeine in pregnancy that stimulated useful discussions in the class forum. The timeliness of the information helps stir interest.
				20 of 23 students turned in this assignment. The average grade is 82%.	I am not teaching an English 50 class in the spring but I will continue to utilize this assignment at this level as I believe it is a useful tool for students to learn citation practices and summary/analysis.	No changes made from previous semesters and grades are comparable
				At the end of the course, there were 9 students on the roster. Of those students, 9 completed the course, so 100% of students completed the course. Of the students who completed the course, 90% successfully met all SLOs.	Most students were successful this semester. I will continue to incorporate readings, websites, writing, and MLA research articles in the curriculum.	Students were shown various websites and articles to help them incorporate the MLA documentation style.
				Of 12 students, 11 completed the assignment. Two students received 0's for plagiarism; 6 were in the "A" range (135-150); and 2 were in the "B" range (120-134).	Students can incorporate research into a properly MLA-documented paper. Most of the markdowns for scores were because of excessive block quotes and freestanding quotes, failure to introduce a source's full title and author's name on first mention, lack of transition sentences, and adherence to standard written English conventions. For future sections of this course I plan on first and foremost, drawing much more attention to plagiarism—what it is, how students commit it, etc. I also plan on adding more detailed notes to	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Of 12 students, 11 completed the assignment. Two students received O's for plagiarism; 6 were in the "A" range (135-150); and 2 were in the "B" range (120-134).	specifically guidelines around block quotes and freestanding quotes so that they fully understand what they are and how to avoid them. I will give much more detailed notes on how to properly use the ellipsis to eliminate block quotes. I've also added some detailed information on the importance of explanations, not only with ideas, but with quotes so that students understand how to better incorporate what others have said into what they say.	N/A
				Out of 31 students 23 passed with a C or better - 93%	I intend to slow the pace just a little more	More emphasis was made of using library resources, more days spent on citation.
				Students scored a 4.1 out of 5 on assignments related to MLA formatting. This semester the score for the activity was reflected in the paper assignment.	I will again try to be more immediately responsive in those particular discussions.	I didn't make any changes so far as content goes, but I did try to be more immediately responsive to the discussions where students were working on incorporating evidence into paragraphs.
				Students were able to incorporate research into their papers and document that research and utilize MLA effectively	None. This system works.	None.
				The students were assigned to write a compare/contrast paper using two short stories. Ten students completed the project. Out of this number, 1 student got a grade less than a C. The problem is that the student basically summarized the stories rather than using critical thinking. 90% of the students were able to understand and complete the project properly.	I have seen that giving English 50 students choices of topics to use helps them direct their thinking into deeper levels and into critical thinking. But they still must come up with their own theses. The lesson will include 5 different topics from which the students can choose.	The students who received grades of "C" or better were able to understand the role of critical thinking. This may be a result of giving students a plan with 8 points to help them write the paper so that they could have an organizational process to help them stay on track with their thesis.
	ESL 102	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	This class is taught concurrently with ESL 112. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 100% successfully met this SLO.	I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. I also used a secondary text this semester with a theme of Business... "Who Moved My Cheese," which was assigned to familiarize students with one "American" philosophy of

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	ESL 102	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	This class is taught concurrently with ESL 112. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 100% successfully met this SLO.	comprehension.	business/success, as well as to offer students a book-length text, as the text was about 80 pages. I required students to read and annotate... This was very successful, and students did a remarkable job. I also assigned reading packets for a portion of the book.
		SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	This class is taught concurrently with ESL 112. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 100% successfully met this SLO.	I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. I also used a secondary text this semester with a theme of Business... "Who Moved My Cheese," which was assigned to familiarize students with one "American" philosophy of business/success, as well as to offer students a book-length text, as the text was about 80 pages. I required students to read and annotate... This was very successful, and students did a remarkable job. I also assigned reading packets for a portion of the book.
		SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 112. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 100% successfully met this SLO.	I planned to use the Azar grammar program much sooner in the semester, but it didn't work out that way this semester.	I did more instruction on affixes this semester, which was helpful, as well as expanding instruction on parts of speech.
	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.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	I will continue to use the online grammar tool and further expand the writing assignments. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Apply steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	<p>I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned.</p> <p>I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.</p>
		SLO #3	Examine similarities and differences between American cultures and other cultures through composed narratives, descriptions, and explanations of common processes.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	<p>I will continue to use the online grammar tool and further expand the writing assignments.</p> <p>I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.</p>	<p>I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned.</p> <p>I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.</p>
	ESL 106	SLO #1	Initiate and maintain conversations on familiar and assigned topics: share personal and cultural experiences, ideas, and opinions.	This class is taught concurrently with ESL 116. There were 9 students registered at the end of the course. Of the 9 students registered, 8 students participated in the assessment, and all 8 successfully met this SLO, which produced a 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	Though the course outcomes do not require it, I encouraged ALL students to developed presentations and introduced all to Prezi and Power Point. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills.
		SLO #2	Implement newly-learned vocabulary and request clarification as	This class is taught concurrently with ESL 116. There were 9 students registered at the end of the course. Of the 9 students registered, 8 students participated in the	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer	Though the course outcomes do not require it, I encouraged ALL students to developed presentations and introduced all to Prezi and Power Point. I am

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	necessary when participating in extended conversations, speeches, and class discussions on social, vocational, and abridged academic topics.	assessment, and all 8 successfully met this SLO, which produced a 100% success rate.	so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills.
		SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	This class is taught concurrently with ESL 116. There were 9 students registered at the end of the course. Of the 9 students registered, 8 students participated in the assessment, and all 8 successfully met this SLO, which produced a 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	Though the course outcomes do not require it, I encouraged ALL students to developed presentations and introduced all to Prezi and Power Point. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills.
	ESL 107	SLO #1	Pronounce all consonants and vowels of American English using common patterns of stress, intonation, and rhythm.	At the end of the semester, I had 12 students on the roster. Of those 12, 11 students successfully met this SLO. The student who did not meet this SLO did not complete the class and so could not be assessed.	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. I also added some use of voicemail messages as audio, but I need to expand that.	I continued previous practices and added listening activities to American English from different regions. I also added dictation practice more often. I continue discussion of regional dialects but framed it differently. I focused on rules for the first half of the class and offered heavy practice the second half of the class. I also added some use of voicemail messages as audio, but I need to expand that.
		SLO #2	Examine one's own production of sounds that cause problems in communication with American speakers of English and practice difficult phonemes to	At the end of the semester, I had 12 students on the roster. Of those 12, 11 students successfully met this SLO. The student who did not meet this SLO did not complete the class and so could not be assessed.	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. I also added some use of voicemail	I continued previous practices and added listening activities to American English from different regions. I also added dictation practice more often. I continue discussion of regional dialects but framed it differently. I focused on rules for the first half of the class and offered heavy practice the second half of

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	promote clarity in communication.	At the end of the semester, I had 12 students on the roster. Of those 12, 11 students successfully met this SLO. The student who did not meet this SLO did not complete the class and so could not be assessed.	messages as audio, but I need to expand that.	the class. I also added some use of voicemail messages as audio, but I need to expand that.
		SLO #3	Demonstrate understanding of the articulatory system, where and how sounds are made in American English.	At the end of the semester, I had 12 students on the roster. Of those 12, 11 students successfully met this SLO. The student who did not meet this SLO did not complete the class and so could not be assessed.	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. I also added some use of voicemail messages as audio, but I need to expand that.	I continued previous practices and added listening activities to American English from different regions. I also added dictation practice more often. I continue discussion of regional dialects but framed it differently. I focused on rules for the first half of the class and offered heavy practice the second half of the class. I also added some use of voicemail messages as audio, but I need to expand that.
	ESL 112	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, and predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.	This class is taught concurrently with ESL 102. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 100% successfully met this SLO.	I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. I also used a secondary text this semester with a theme of Business... "Who Moved My Cheese," which was assigned to familiarize students with one "American" philosophy of business/success, as well as to offer students a book-length text, as the text was about 80 pages. I required students to read and annotate... This was very successful, and students did a remarkable job. I also assigned reading packets for a portion of the book.
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	This class is taught concurrently with ESL 102. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 100% successfully met this SLO.	I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. I also used a secondary text this semester with a theme of Business... "Who Moved My Cheese," which was assigned to familiarize students with one "American" philosophy of business/success, as well as to offer students a book-length text, as the text was about 80 pages. I required students to read and annotate... This was very successful, and students did a

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	This class is taught concurrently with ESL 102. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 100% successfully met this SLO.	I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	remarkable job. I also assigned reading packets for a portion of the book.
		SLO #3	Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 102. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 100% successfully met this SLO.	I planned to use the Azar grammar program much sooner in the semester, but it didn't work out that way this semester.	I did more instruction on affixes this semester, which was helpful, as well as expanding instruction on parts of speech.
	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.	This class is taught concurrently with ESL 104. There were 8 students registered for the class at the end of the term, and 50% of those students successfully met this SLO. Of those so did not successfully meet this SLO, one student was likely misplaced by Accuplacer; two students did not complete the assignments, and the last student did not complete the class and was unable to be assessed.	I will continue to use the online grammar tool and further expand the writing assignments. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.
		SLO #2	Refine approach to steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	This class is taught concurrently with ESL 104. There were 8 students registered for the class at the end of the term, and 50% of those students successfully met this SLO. Of those so did not successfully meet this SLO, one student was likely misplaced by Accuplacer; two students did not complete the assignments, and the last student did not complete the class and was unable to be assessed.	I will continue to use the online grammar tool and further expand the writing assignments. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.

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		SLO #3	Compose paragraphs to define ideas, describe people or places, narrate events, compare/contrast cultures, and express opinions.	This class is taught concurrently with ESL 104. There were 8 students registered for the class at the end of the term, and 50% of those students successfully met this SLO. Of those so did not successfully meet this SLO, one student was likely misplaced by Accuplacer; two students did not complete the assignments, and the last student did not complete the class and was unable to be assessed.	<p>I will continue to use the online grammar tool and further expand the writing assignments.</p> <p>I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.</p>	<p>I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned.</p> <p>I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.</p>
	ESL 116	SLO #1	Prepare and deliver informal 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.	This class is taught concurrently with ESL 106. There were 3 students registered for the class. All students successfully met this SLO, so we had 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	No changes yet made from last semester as the approach is currently successful.
		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.	This class is taught concurrently with ESL 106. There were 3 students registered for the class. All students successfully met this SLO, so we had 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	No changes yet made from last semester as the approach is currently successful.
		SLO #3	Build confidence and demonstrate	This class is taught concurrently with ESL 106. There were 3 students registered for	I will continue to revise the rubrics and the approach to assessing	No changes yet made from last semester as the approach is currently successful.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.	the class. All students successfully met this SLO, so we had 100% success rate.	progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool for students to see/analyze their own progress.	No changes yet made from last semester as the approach is currently successful.
	ESL 122	SLO #1	Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, and organizing textual information, to increase comprehension and reading speed.	This class is taught concurrently with ESL 132. There were 4 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural	This class is taught concurrently with ESL 132. There were 4 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	references, abstract ideas, and facts versus opinions.	This class is taught concurrently with ESL 132. There were 4 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
		SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 132. There were 4 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
	ESL 124	SLO #1	Compose short essays with assertive thesis statements, logical support, and conclusions using a	This class is taught concurrently with ESL 134. There were 3 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	ESL 124	SLO #1	variety of rhetorical modes.	This class is taught concurrently with ESL 134. There were 3 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	assign chapters in grammar practice online. (Azar). I also projected student essays on the whiteboard as we talked about organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
		SLO #2	Demonstrate familiarity with the norms of American academic writing, including communicative styles, argumentation and "proof," and formatting.	This class is taught concurrently with ESL 134. There were 3 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I also projected student essays on the whiteboard as we talked about organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
		SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	This class is taught concurrently with ESL 134. There were 3 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I also projected student essays on the whiteboard as we talked about

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	This class is taught concurrently with ESL 134. There were 3 students registered for this class, all of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
	ESL 126	SLO #1	Prepare and deliver informal and basic formal speeches of 5 minutes on concrete and increasingly abstract academic topics that offer clear topics, main ideas, and details.	This class is taught concurrently with ESL 136. There was four students registered in this class. Three students completed the class and successfully met this SLO. The one student who did not complete was dropped with a W due to absence.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals. I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also did more instruction on outlining.
		SLO #2	Acquire and implement newly-learned vocabulary necessary to debate with classmates on shared topics of interest.	This class is taught concurrently with ESL 136. There was four students registered in this class. Three students completed the class and successfully met this SLO. The one student who did not complete was dropped with a W due to absence.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals. I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also did more instruction on outlining.
		SLO #3	Build confidence and demonstrate continued growth in fluency of listening comprehension and production of speech covering a growing range of topics on human interest, current events, and academic foundation.	This class is taught concurrently with ESL 136. There was four students registered in this class. Three students completed the class and successfully met this SLO. The one student who did not complete was dropped with a W due to absence.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also did more instruction on outlining.
	ESL 132	SLO #1	Formulate critical responses to texts in regards to logic of	This class is taught concurrently with ESL 122. There were 2 students registered for the class at the end of the term, and	The changes were helpful and students exhibited increased investment and shared how they	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation

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	ESL 132	SLO #1	stated and implied ideas, quality of research, cultural context and references, and bias.	100% of those students successfully met this SLO.	learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
				This was an independent study. The student did enough to complete and pass the class, but I wouldn't say the experience was entirely successful.	No more independent studies in reading.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Build comprehension of academic and literary texts through effective pre-reading strategies, analysis of organizational patterns and literary devices, questioning, reader response, and academic vocabulary enhancement.	This class is taught concurrently with ESL 122. There were 2 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
				This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	No more independent studies in reading.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	No more independent studies in reading.	realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach. Because this was an independent study, the student missed all the discussion, and this is a critical component of the class.
		SLO #3	Identify and utilize effective techniques to build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, in order to promote comprehension and fluency in English.	This class is taught concurrently with ESL 122. There were 2 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also, expand reading packets to facilitate comprehension.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach.
				This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	No more independent studies in reading.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was business/success, and I assigned The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments

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				This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	No more independent studies in reading.	for the secondary text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was too much work to realistically do in 6 weeks. We did not complete the secondary text. I need to adjust my approach. Because this was an independent study, the student missed all the discussion, and this is a critical component of the class.
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.	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I also projected student essays on the whiteboard as we talked about organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
	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	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I also projected student essays on the

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	applicable).	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	whiteboard as we talked about organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
		SLO #3	Identify and correct their own grammatical and punctuation errors to make their writing more effective.	This class is taught concurrently with ESL 124. There were 2 students registered for this class, all of whom completed the class. One student successfully met this SLO, so the success rate is 50%. The student who did not successfully meet this SLO did not complete course assignments.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for a 6 week session. I am considering changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and add research to increase breadth of information on varying topics. Also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I also projected student essays on the whiteboard as we talked about organization and development of argumentation. I reviewed organizational patterns with students in relation to their own work. Student feedback shared that students found this helpful, not only for their own essays but seeing what other students were doing. This was also a good group editing activity.
	ESL 136	SLO #1	Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic, professional, potentially controversial topics that offer clear positions and support.	This class is taught concurrently with ESL 126. There was 1 student registered in this class, and 100% of students successfully met this SLO.	We did three presentations in 6 weeks. I would like to continue to refine the schedule and adjust assignments so as to maximize the time spent in student speaking in class. Given the outcome this semester, I need to do more intervention earlier on to assist students who are struggling and/or may be quieter, perhaps indicating struggle with the concepts or stress regarding presentations. The students who struggled had difficulty expressing opinions and	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also increased instruction in outlining.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	ESL 136	SLO #1	Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic, professional, potentially controversial topics that offer clear positions and support.	This class is taught concurrently with ESL 126. There was 1 student registered in this class, and 100% of students successfully met this SLO.	taking on controversial topics.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also increased instruction in outlining.
		SLO #2	Confidently express oneself in English in a wide range of settings: personal, social, cultural, academic, and professional, exhibiting general fluency in listening comprehension and easily comprehensible speech.	This class is taught concurrently with ESL 126. There was 1 student registered in this class, and 100% of students successfully met this SLO.	We did three presentations in 6 weeks. I would like to continue to refine the schedule and adjust assignments so as to maximize the time spent in student speaking in class. Given the outcome this semester, I need to do more intervention earlier on to assist students who are struggling and/or may be quieter, perhaps indicating struggle with the concepts or stress regarding presentations.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize. I also increased instruction in outlining.
		SLO #3	Take thorough and accurate notes on a variety of academic topics in order to be prepared for degree-applicable coursework.	This class is taught concurrently with ESL 126. There was 1 student registered in this class, and 100% of students successfully met this SLO.	The note-taking activities we did were very successful, but I need to continue to develop more activities to give students more practice and approaches to academic note-taking skills.	I increased instruction on note-taking practices, and as a result, students were more successful with this by the end of the course. I also increased instruction in outlining.
	ESL 190	SLO #1	Distinguish between and produce basic statements, commands, and questions on everyday topics.	This class is taught concurrently with ESL 192. At the end of the semester, there were 12 students enrolled in the class. Basically 8 students completed the course, (though one of those 8 did not take the Final exam.... She is, however, ready to move forward). Of the 8, 7 students successfully met this SLO. Of the 4 students who did not complete the class, one student moved out of state, another student wasn't able to take the higher course he needed because of residency, and 2 students stopped coming for unknown reasons. The success rate is 58% of students registered at the	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	ESL 190	SLO #1	Distinguish between and produce basic statements, commands, and questions on everyday topics.	end of the semester, but 88% of students who completed the class.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
		SLO #2	Engage in elementary conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary.	This class is taught concurrently with ESL 192. At the end of the semester, there were 12 students enrolled in the class. Basically 8 students completed the course, (though one of those 8 did not take the Final exam.... She is, however, ready to move forward). Of the 8, 7 students successfully met this SLO. Of the 4 students who did not complete the class, one student moved out of state, another student wasn't able to take the higher course he needed because of residency, and 2 students stopped coming for unknown reasons. The success rate is 58% of students registered at the end of the semester, but 88% of students who completed the class.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
		SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	This class is taught concurrently with ESL 192. At the end of the semester, there were 12 students enrolled in the class. Basically 8 students completed the course, (though one of those 8 did not take the Final exam.... She is, however, ready to move forward). Of the 8, 7 students successfully met this SLO. Of the 4 students who did not complete the class, one student moved out of state, another student wasn't able to take the higher course he needed because of residency, and 2 students stopped coming for unknown reasons. The success rate is 58% of students registered at the end of the semester, but 88% of students who completed the class.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
	ESL 192	SLO #1	Comprehend, analyze,	This class is taught concurrently with ESL	Changes in curriculum and critical	This semester was difficult as I had a

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	ESL 192	SLO #1	and compose responses to short readings on familiar topics using complete simple sentences.	190. At the end of the semester, there were 6 students enrolled in the class. 3 students completed the class and successfully met this SLO. Of those who did not complete the class, 2 students needed a higher class, one of which left for what he shared was family reasons, and the last student became ill and did not complete for that reason.	assessment.	wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
		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.	This class is taught concurrently with ESL 190. At the end of the semester, there were 6 students enrolled in the class. 3 students completed the class and successfully met this SLO. Of those who did not complete the class, 2 students needed a higher class, one of which left for what he shared was family reasons, and the last student became ill and did not complete for that reason.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
		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 appropriate verb tenses.	This class is taught concurrently with ESL 190. At the end of the semester, there were 6 students enrolled in the class. 3 students completed the class and successfully met this SLO. Of those who did not complete the class, 2 students needed a higher class, one of which left for what he shared was family reasons, and the last student became ill and did not complete for that reason.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I divided students into groups based on their needs, and my student workers assisted in group rotations (because these are beginning classes). The groups were a good idea, but no students got everything they needed
	HEAL 1	SLO #1	Demonstrate an understanding of the skills and abilities necessary to employ sound Health strategies which represent the six	26/30 or 87% of the students completed the aggregation of these assignments with a “C” or greater demonstrating satisfactory completion of this SLO. 4/30 or 13% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the diverse needs of my students moving forward for future courses that I will teach.	I made several minor adjustments pedagogically; however, the number one factor that increased the successful completion regarding this SLO from 83% to 94% was the increase in my retention rates. Pedagogically, I had the students form study groups where they shared

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	HEAL 1	SLO #1	dimensions of Health; Social, Emotional, Environmental, Physical, Spiritual, and Intellectual.	26/30 or 87% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 4/30 or 13% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the diverse needs of my students moving forward for future courses that I will teach.	notes and were encouraged and motivated to work cooperatively with one another. I believe these pedagogical practices have maintained higher than average retention rates and as one can see my data set is negatively skewed representing high student achievement.
				35 students reached this goal (75%). 13 students failed (25%)	THE Instruction office should not add the second 9-week course since 12 students failed due to the term is too short	SAME
				Fall 2015: 85% completed their final. I allowed for the students to use their book as well as a whole page of notes (front and back) for their final exam. Allowing this seemed to help by taking some pressure off that I know many students experience when taking a comprehensive final. This allowed for the students to use their knowledge learned throughout the course while having the ability to confirm answers they may have questioned. The students showed that they understood the majority of the content in the course while engaging in the topics discussed. The remaining 15% neglected to take the final exam, which made their grades suffer immensely.	The above data indicates that it's imperative that each student completes each assignment. Their overall participation in these courses translates over to their overall progress toward their degree and educational goals.	N/A First time teaching this course, but I am contemplating changing a few items due to some students that found it difficult to complete a few of the assignments.
				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 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, students did quite well, averaging an A grade.	Grading of the Contract for Change assignment, had no change this semester. The grading has been more rigorous, since the spring of 2014. We have continued to place greater emphasis on the rational for completion.
				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 15/15 for the wellness inventory the same as last session. The change portion had a 98%	The majority of the class (40/40) completed both assignments successfully and demonstrated an understanding of areas needing improvement and defined areas they needed to change.	Since the students showed continued improvements in this class, no changes in this assignment area are necessary at this time.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				average, All forty studens received and A This score average was due to no students receiving less than an A, for the assignment. This skewed the data positively.	The majority of the class (40/40) completed both assignments successfully and demonstrated an understanding of areas needing improvement and defined areas they needed to change.	Since the students showed continued improvements in this class, no changes in this assignment area are necessary at this time.
		SLO #2	Employ knowledge of good nutritional and weight management techniques.	25% of students failed, 75% students meet the goal	Students perform well in 18 weeks class, and do poorly in 9-week course	Same as last semester
				Fall 2015 – 75% of the students were successful in completing the weekly assignments which reviewed over the nutritional and weight management techniques throughout the course. Each week the students had to read the chapter and answer the assignment question(s) at the end of the chapter. The assignments focused on the students taking their body measurements to evaluate their overall health. Some of the assignments focused on testing their overall mental health. After they finished the tests, they had to report their scores and explain where they fell in comparison to the norms given in the tables throughout the chapters. The remaining 25% of the students failed to submit their assignments, which continuously lowered their grade throughout the course.	The above data indicates that it's imperative that each student completes each assignment. Their overall participation in these courses translates over to their overall progress toward degree and educational goals.	N/A First time teaching this course, but I am contemplating changing a few items due to some students that found it difficult to complete a few of the assignments.
				Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 99% and for the change paper 80%, a 10% increase over the last session. All 40 students submitted the written change paper assignment. Majority of students scored a B or higher on all three portions of this assignment.	Of the students who followed the rubric in this session there were high scores. All forty students followed it grade rubric and did very well on the paper compared to last session. This was due to an increased emphasis on my part in providing more information and discussion about the rubric in the instructor posting area and the class announcements. I will continue to follow this outline.	For the students who followed the rubric in this session there were high scores. All 40 students submitted all three parts of this assignment and scored above the 80%. This was a significant change from last semester, where 6 students did not even submit the project and 12 did not score well on the reasons for change. This brought that sessions average score down to a 70%.
				Students analyzed their day diet for 6 areas and recommended changes in an	Students analyzed their day diet for 6 areas and recommended	Based on the detailed rubric, those students who received higher scores, did

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				essay based on the analysis. Average score for the nutritional analysis was 92% and for the change paper 81%. 28/41 students scored a C or better on the change paper. 36/41 scored an A for the analysis.	changes in an essay based on the analysis. Average score for the nutritional analysis was 92% and for the change paper 81%. 28/41 students scored a C or better on the change paper. 36/41 scored an A for the analysis.	so because they followed the rubric in the areas emphasised, including the 6 nutritional elements in their change analysis. We have empasized more detail on the health benefits and consequences of change in both lecture and when going over the assignment guidelines.
		SLO #2 (Karpel)	The students will describe and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body.	30/30 or 100% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 0/30 or 0% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the diverse needs of my students moving forward for future courses that I will teach.	I made several minor adjustments pedagogically; however, the number one factor that increased the successful completion regarding this SLO from 94% to 100% was the increase in my retention rates (94%). Pedagogically, just as I did to meet the objectives of SLO #1; I had the students form study groups where they shared notes and were encouraged and motivated to work cooperatively with one another. I believe these pedagogical practices have maintained higher than average retention rates and as one can see my data set is negatively skewed representing high student achievement.
		SLO #3	Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.	22/30 or 73% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 8/30 or 27% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	As I explained above, I am going to incorporate two new pedagogical strategies next time I teach this course in an attempt to increase student achievement in regards to this SLO. First, I will supply each student with the exact same grading rubric that I use; therefore they will know exactly what I am looking for and assessing. Secondly, I believe that submitting a required rough draft of their research paper 2 weeks prior to when it is due will allow me to give individual feedback and should result in a drastic improvement for their final submission.	I did not make any adjustments pedagogically; unfortunately, I was disappointed with the overall decline of the successful completion regarding this SLO from 94% to 73%. Pedagogically, I spent adequate lecture time explaining step by step how I expected the research to be conducted and gave the students specific instructions on how to perform the tasks required. However, as I reflect on the declining results; two distinct ideas come to mind that may help with student achievement. First, I will supply each student with the exact same grading rubric that I use; therefore they will know exactly what I am looking for and assessing. Secondly, I believe that submitting a required rough draft of their research paper 2 weeks prior to when it is due will allow me to give individual feedback and should result in

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.	22/30 or 73% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 8/30 or 27% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	As I explained above, I am going to incorporate two new pedagogical strategies next time I teach this course in an attempt to increase student achievement in regards to this SLO. First, I will supply each student with the exact same grading rubric that I use; therefore they will know exactly what I am looking for and assessing. Secondly, I believe that submitting a required rough draft of their research paper 2 weeks prior to when it is due will allow me to give individual feedback and should result in a drastic improvement for their final submission.	a drastic improvement for their final submission.
				75% of the students reach the goal	18-week class is better than 9-week class	Same as last semester
				Falls 2015- 79% of the students were successful in submitting their Drug Papers into me on time. Most of those students seemed to have a good grasp on their drug topic of choice. The paper included prevention/rehabilitation and physiological effects of the drug. This particular paper is important because addictions are of high concern in today's society and it allowed the students to become more aware of the up rise in the abuse of these addictions. The remaining 21% of the students neglected to submit their papers causing their overall grade to suffer.	The above data indicates that it's imperative that each student completes each assignment. Their overall participation in these courses translates over to their overall progress toward their degree and educational goals.	N/A First time teaching this course, but I am contemplating changing this paper to another area of study within the course that will emphasize another important subject matter in HEAL 1.
				Measured with a set of survey assignments, a discussion board and a paper. Average score for these surveys was 99% and for the discussion was 89%, for this session. Of active students who completed the assignment it was 100%/surveys and 99%/discussion. The majority (35/40) received a B or higher on these two assignments. The drug paper average was 89% for all40 students and 96% for the 37 who submitted it.	As stated last semester, 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. I have also changed this assignment to include a paper. This way it is more like the live class SLO but without the oral presentaion.	Analysis of the reason for the increased scores revealed that36 students scored a B or higher compared to the last session, when six students chose to not do the work because it did not affect their grade negativley. I will continue to tie the letter grades to a combination of % scores and completion of all the assignments. I have added a drug paper to this SLO. This is like the live sessions but without

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				The three who did not submit it and received a 0, negatively skewed the scores to a B average.	As stated last semester, 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. I have also changed this assignment to include a paper. This way it is more like the live class SLO but without the oral presentation.	an oral presentation. 37/40 students submitted it.
				SLO 3 was based on the quality of the paper and presentation. Average score for the students who completed the paper and presentation was 93%. 36/41 students received a B or higher. Their were 5 F's due to not submitting papers with the required length The poster observation presentation with 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 100% for the students 37/41 who attended that day. Four students did not attend that day and received an F for the in-class assignment.	This assessment continues to accomplish the intended goals of exhibiting knowledge of drugs and their effects on the human body . No changes are warranted at this point .	There are no changes needed at this time.
	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.	Midterm-15/40 or 38% of students successfully completed the Midterm with a D or higher. 2/40 or 5% failed the exam. 67% of students took the exam in Fall 2015.	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.	Although the grades were lower in the Fall 2015 class the improvement made was that 67% of the students completed the Midterm which was an improvement from the previous semester. Several posts and emails were sent reminding them of the Midterm due date.
		SLO #1 (Puryear)	Interpret the nutrition information and terminology found on food labels.	Assignment/exercise had an average score of 92% with 73/75 students receiving a B or better. This was due to all students receiving a C or higher for the assignment. These are similar results to last semester.	The assignment measured what it was supposed to and indicated a all (75/75) of the students did understand , how to read and interpret nutrition labels. As stated above no changes are Justified at this time.	There are no changes warranted at this time based on the majority (73/75) of the students scoring a B or better.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	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.	<p>Discussion Board 2 on carbohydrates: 31/49 or 63% of students successfully completed with an A. 37% of the students failed to submit the assignment and failed the assignment.</p> <p>Discussion Board 3 on fats: 33/49 or 67% of students successfully completed with an A. 33% of the students failed to submit the assignment and failed the assignment.</p> <p>Discussion Board 4 on protein: 32/49 or 65% of students successfully completed with an A. 35% of the students failed to submit the assignment and failed the assignment.</p>	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 option is video-ing a syllabus review and posting the link to the classroom.	There was an increase of 6% student success from when the course was previously taught in the Spring 2015 (76%).
		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.	Based on quizzes 2 and 3 average scores were 82% and 80% respectively. The change paper interpretations were also used. Quiz 2; 61/75 received a C or higher. Quiz 3; 59/75 received a C or higher. There were 47/75 with a B or higher in both quiz sections	I have continued to provide a more in-depth lecture for each of these sections and believe it has helped overall low scores. I will continue to address these two chapters with more depth and with supplemental information in the "News Forum". It appears the protein/Amino Acid chapter continues to be the most difficult (least comprehended) for the last four semesters. Still unsure at this time, what to do. 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 will continue to review the questions missed and modify the lecture to emphasize this material. I may have to poll students and the number of ebooks being used and provide the	It appears more of this semester's students did better overall on both quiz 3 (Lipids/Fats and Protein/Amino acids) and quiz 2 (carbohydrates, improving the class average those quizzes No quiz questions were missed by more than 50% of students. Twelve (12) of the students still didn't have the correct book or any book for the first four weeks, which is important for the quizzes. I still have not figured out how to overcome this. Since the syllabus clearly indicates they should have it by the end of the first week. All stated, it was due to waiting on financial aid checks or poor delivery service and or their ebooks not having the diagrams the questions referred to.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		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.	Based on quizzes 2 and 3 average scores were 82% and 80% respectively. The change paper interpretations were also used. Quiz 2; 61/75 received a C or higher. Quiz 3; 59/75 received a C or higher. There were 47/75 with a B or higer in both quiz sections	diagrams relating to amino acid metabolism and the questions on the quiz. I may even have to change those questions, so the diagram is not needed.	It appears more of this semester's students did better overall on both quiz 3 (Lipids/Fats and Protein/Amino acids) and quiz 2 (carbohydrates, improving the class average those quizzes No quiz questions were missed by more than 50% of students. Twelve (12) of the students still didn't have the correct book or any book for the first four weeks, which is important for the quizzes. I still have not figured out how to overcome this. Since the syllabus clearly indicates they should have it by the end of the first week. All stated, it was due to waiting on financial aid checks or poor delivery service and or their ebooks not having the diagrams the questions referred to.
		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	23/40 or 58% of the students were successful with this assignment.	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.	There was 6% increase from when this course was previously taught in Spring 2015. This assignment is an important assignment and requires students to keep track of their diet and analyze nutrients consumed it is a critical part of any Introductory nutrition course. In this course students were not required to submit smaller portions of the assignment throughout the course and it obviously produced lower submission rates. 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.
				Students analyzed their diet for 6 nutrients in three areas and made recommended changes in an essay based on the analysis. Average score for students who completed the paper was 89% (68/75 received a C or higher). Seven students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed.	We are continueing to emphasize the rubric in communications and the class site as it appears to have been successful. I will continue to implemente 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	The Students who followed the rubric, had higher scores (58/75). I will continue to emphasize the essay rubric in class communications and the class site. This emphasis appears to be working, based on theimprovement of scores.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Students analyzed their diet for 6 nutrients in three areas and made recommended changes in an essay based on the analysis. Average score for students who completed the paper was 89% (68/75 received a C or higher). Seven students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed.	complete the essay. I have put more emphasis on the health reasons for change in the lessons and class announcements, which lead up to this assignment.	The Students who followed the rubric, had higher scores (58/75). I will continue to emphasize the essay rubric in class communications and the class site. This emphasis appears to be working, based on the improvement of scores.
	HIST 1B	SLO #1 (Tomasz)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	The overall discussion results were averaged at 70% for the class (n=22), based on 19 students who participated on regular basis. 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. Most average grades for this assignment fell below 70%.	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning. I hope for BCC to incorporate turnitin.com or other plagiarism check software as an option for all writing assignments.	Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor.
		SLO #2 (Tomasz)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 75% or higher individually. Class average stood at 51% (n=22). The average was driven down by 6 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 was hoping for. In-text citing and referencing was also poorly done. Papers were not submitted through originality report.	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.	Refined research questions and insistence on selecting one to avoid summary reports.
		SLO #3 (Tomasz)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools and teaching strategies.	Class average (total of all quizzes) was 75%. This data indicated that most students are not comfortable with testing (MC or T/F) and fare much better 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	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.	This semester's HIST 1B was significantly plagued by absenteeism, tardiness, low attendance, and poor turn out. About 30 students dropped or were dropped for non participation. Not sure why.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Tomasz)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools and teaching strategies.	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. What I have also noticed was a guess-and-leave approach to tests by students. Most in this category would just guess the answers, complete the test, which scored very low but was attempted, and not bother to continue with essay assignments. A strategy of staying in class but not doing the work? Not sure.	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.	This semester's HIST 1B was significantly plagued by absenteeism, tardiness, low attendance, and poor turn out. About 30 students dropped or were dropped for non participation. Not sure why.
	HIST 2A	SLO #1 (Hill)	Critical thinking through written analysis	Note: This is my first history 2A class that I have taught at BCC. So, I have no prior data to compare my current class. of the 30 students that were registered for the class, 21 turned in research papers. Of this number, 3 students scored 15 points (out of 20 points possible) or less on their submissions. This number reveals that, in this class, approximately 14.3% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). Students were allowed 5 extra-credit points if they used at least one primary source in their work (and properly identified their primary source in the test of their work and on their citation page). Of the 21 students that turned in research papers, 5 students attempted to provide a primary source, This equates to approximately 24% of the students attempted (or did) use a primary source in their research papers. This rather lower participation rate might reveal that the majority of the students either did not know how to use/locate a primary source or did not put forth the effort to utilize a primary source. [However, this is an	To assist students in better understanding the differences between primary and secondary sources, I will provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the students with additional avenues to learn more about how to write a good paper, using the MLA system/format. Additionally, I will provide several examples of primary and secondary sources for the students' peruse. Finally, I will place an increased number of reminders on the Instructor's Posting Area to persuade/encourage students to take advantage of extra credit points by utilizing a primary source(s) on their papers. All this in hopes to increase the number of students that complete research	To increase the number of students that submit research papers, and utilize primary sources, I will continue to provide MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Additionally, extra credit points were allowed to the students for the use of a primary source on their research paper. This in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. Websites were provided for students to utilize that described/defined primary sources. The above noted increase in students utilizing a primary source (from my last History 2B class) reveals that a few more students are putting forth the effort to utilize a primary source in their work.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	HIST 2A	SLO #1 (Hill)	Critical thinking through written analysis	increase from last History 2B class, where only 1 student utilized a primary source in their paper].	and utilize primary sources.	However, the number is still much lower than I would like.
		SLO #1 (Radzikowski)	Students will be able to analyze and synthesize American History sources to formulate a historical thesis.	The majority of the students were able to develop a thesis statement in their research paper and support their conclusion from historical sources . A small portion (about 10 percent) of the student had problems in citing their sources correctly either in a MLA or APA format. Documentation always seems to be a constant deficiency in the assessment. Recommend students acquire access to MLA or APA format from the library or from on-line	Will reinforce /incorporate the various internet sites that depict MLA and APA sites	None
		SLO #1 (Stanek)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	The overall discussion results were averaged at 75% for the class (n=30). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 93%. Not all students discussed topics on regular demanded basis (about 5). This drove averages down.	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.	Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor. The overall quality of forum has risen by 3% over the previous semester.
		SLO #1 (Waszak)	An understanding of the importance of America, its ideals, visions and the significance of its founding.	Good test results and student research assignments enhanced understanding of the above SLO	Bring more interactive discussion into the mix	More interactive sessions
		SLO #1A (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	Analysis was garnered through writing assignments covering political and social history of colonial America and the Antebellum period.	Continued testing of SLO in subsequent periods.	Added several monographs to pre-existing reading list. These writings covered social and political challenges relevant to early American history.
		SLO #2 (Radzikowski)	Students will be able to explain relationships between the causes of historical even in American History and their effects.	The majority of the students were able to identify the causes, conduct and consequences of the Mexican War. The majority of the students were required in the final exam to identify the major events that led the South to secede from the Union. Specifically the election of 1860 and concept of states' rights based on the overall performance of the	None, continue to use the 3 c model to assess the critical thinking skills of the student body	none

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (Radzikowski)	Students will be able to explain relationships between the causes of historical even in American History and their effects.	Hist 2A student body. I am confident that the 3C MODEL allows the students to analyze historical events from the causes, conduct , and consequences .	None, continue to use the 3 c model to assess the critical thinking skills of the student body	none
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 75% or higher individually. Class average stood at 55% (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 was hoping for. In-text citing and referencing was also poorly done. Papers were not submitted through originality report. Also, six (6) students turned in work that was significantly short of required length of 5 pages. This could have been attributed to their lack of motivation, focus, or simply - their time management (rush job).	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.	Refined research questions and insistence on selecting one to avoid summary reports. Rubric has been developed and posted along with sample MLA papers and formatting guides.
		SLO #2 (Waszak)	Students will gain awareness of challenges faced by our country during its infancy and how such "debates" still confront us today.	Good interactivity	I would do more of the same, but better	N/A
		SLO #2A (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	Data collection comprised written examinations, oral presentations, and class projects. One project entailed a "Federalist v. Anti-federalist" debate whereby students deliberated the efficacy for a constitutional form of government, similar in fashion to that of the Founding Fathers.	No change required.	Additional reading sources employed since last semester.
		SLO #3	Students will be able	The majority of the students(28 out of	None , Student demonstrated their	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		(Radzikowski)	to describe historical key individuals and events and explain their significance in historical content.	43)were able to identify the cause and consequences of the Compromise of 1850 , the Kansas Nebraska Act and the Dred Scott Decision.	understanding of a logical framework (the 3 c model) in the midterm , research paper and final examit works!	None
		SLO #3 (Stanek)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.	Class average (total of all quizzes) was 87%. 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.	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.	Not much have changed here from the averages of other classes in this or past 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.	This showed better results than previous uses	Keep the focus on open discussion in this and other classes	None
		SLO #3A (Vasconcellos)	Recognition of history as cross disciplinary in nature	Research papers examined historical data pertaining to political movements and ideologies governing the late eighteenth and early nineteenth century American history.	Further exploration through cross-disciplinary research for class presentation purposes should expand the depth of the SLO.	Political Science analysis supported given the supplemental readings chosen for the semester.
	HIST 2B	SLO #1 (1)	Critical thinking through written analysis	Of the 40 students that completed the course, 29 turned in research papers. Of this number, 8 students scored 15 points (out of 30 possible) or less on their submissions. This reveals that approximately 28% of those students that completed the research paper need to	To assist students in better understanding the differences between primary and secondary sources, I will provide additional helpful websites to the students that give details/information on different types of sources and ow	To improve success in this area, I provided MLA resources at the BCC bookstore, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Additionally, extra-credit points were allowed to the

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	HIST 2B	SLO #1 (1)	Critical thinking through written analysis	<p>apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This, however, was an increase from my previous class whereby 19% of the students that turned in research papers needed help in the above noted areas.] Students were allowed 5 extra-credit points if they used at least one primary source in their work (and properly identified their primary source in the test of their work and on their citation page). Of the 29 students that turned in research papers, only 2 students attempted to provide a primary source. This reveals that the majority of the students either did not know how to use/locate a primary source. This reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [This is a decrease from my last class, as during my last class, approximately 16% of the students utilized a primary source in their papers.</p>	<p>to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC bookstore, as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Finally, I will provide several examples of primary and secondary sources for the students' peruse.</p>	<p>students for the use of a primary source on their research paper. This in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra-credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. The above noted increase in percentage of students utilizing a primary source (from my last class) reveals that more students are putting forth the effort to utilize a primary source in their work.</p>
		SLO #1 (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	<p>Data collected included essays written analyzing diary and plantation record, sermons, political discourses.</p>	Continued testing of SLO in subsequent periods.	Supplemental reading list enhanced to add greater depth post-Civil War and Reconstruction readings.
				<p>Data collected included essays written analyzing diary and plantation record, sermons, political discourses. Marginal improvement noted by mid semester with a regression to the mean -12%- by end of semester. Mean factor representing 12% understanding noted at beginning of semester.</p>	Continued testing of SLO in subsequent periods.	Supplemental reading list enhanced to add greater depth post-Civil War and Reconstruction readings.
		SLO #2	Students will demonstrate critical thinking ability through analyzing	Of the 26 students who submitted a 600 word response on the various factors involved in containment, as well as the benefits and problems that this policy		

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	historiographic scholarship.	incurred, 77% got full credit (20 out of 26). The 6 that didn't had problems that are easily correctible: 4 were turned in late, 1 was too short, and the other was not in response to the writing prompt.		
		SLO #2 (1)	Knowledge of reading, writing, and proper note taking for success in history classes. Students will demonstrate their critical thinking ability through analyzing historical scholarship appropriate to course content.	After a review of student Discussion Question responses and Discussion Board postings, it is believed that most (at least 90%) students in the class possessed the aptitude and knowledge to apply what they learned through reading and reviewing chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the Discussion Board. The remaining 10% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests.	My plan for next semester is to continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area . I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Couse Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test.	I continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. Finally, I provide a study guide for the Final (as week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the Discussion Board is about the same as my last class.
		SLO #2 (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	Critical thought exercises indicated from onset that majority of students recognized both the importance application of objective analysis. Resulting assessments overwhelmingly were in accord with initial finding. Dearth of critical thought analysis at onset with majority of students displaying little understanding of this objective by semester's end.	No change required. No change required.	Resource for critical assessment data changed from previous semester. Instructor used outside sources other than Taking Sides, a publication of objective assessment. Resource for critical assessment data changed from previous semester. Instructor used outside sources other than Taking Sides, a publication of objective assessment.
		SLO #3	Students will exhibit proper note taking and comprehension abilities for successful completion of history course.	Of the 29 students who took the final exam, 18 (62%) got a score of 70% or higher.	I can include more material in my syllabus and lecture notes that can help students refine their study skills.	First time this SLO was used.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	Of the 24 students who submitted a 600 word response on the collapse of the Soviet Union, 24 got 100% credit. The ones that didn't had various reasons that are easily correctible: 2 were late, 2 were not the required length, and 1 did not address the writing prompt.	Because target was met, no changes needed.	This was the first time this SLO was included in my SLO reports.
				Of the 40 students that completed the course, 29 turned in research papers. Of this number, 8 students scored 15 points (out of 30 possible) or less on their submissions. This reveals that approximately 28% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This, however, was an increase from my previous class whereby 19% of the students that turned in research papers needed help in the above noted areas.] Students were allowed 5 extra-credit" points if they used at least one primary source in their work (and properly identified their primary source in the test of their work and on their citation page). Of the 29 students that turned in research papers, only 2 students attempted to provide a primary source. This reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [This is a decrease from my last class, as during my last class, approximately 16% of the students utilized a primary source in their papers.]	The overall percentages are mostly positive in that they reveal that more students are completing the assigned task (research paper); but, not utilizing a primary source (as compared with my last class). I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the Instructor's Posting Area. This will help ensure that each student understands what is expected of them when constructing their research papers; and, allow those students looking at earning extra-credit points and avenue to do so (by utilizing a primary source(s) in their research papers. I will, as noted in SLO#1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review.	see section 10 above...
		SLO #3 (Vasconcellos)	Recognition of history as cross disciplinary in nature	Dearth of critical thought analysis at onset with majority of students displaying little understanding of this objective by semester's end.	No change required.	Resource for critical assessment data changed from previous semester. Instructor used outside sources other than Taking Sides, a publication of objective assessment.
				Research papers asked to examine	Further exploration through cross-	Anthropological studies included in lieu

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				historical data pertaining to anthropological issues of late nineteenth and early twentieth centuries. Written assignments in class combed social science readings with historical analysis of time period.	disciplinary research for class presentation purposes should expand the depth of the SLO.	of sociological analysis employed during previous semester.
	HIST 5	SLO #1	Differentiate between primary and secondary information important to historical analysis.	Essays exploring original writings of early pioneers, native Californians, and government documents contributed to learning objective attainment. Students reached a near perfect success rate in primary and secondary source differentiation.	Continued testing of SLO in subsequent periods.	N/A. Course had not been taught in since 2005; therefore, no assessment data available.
		SLO #2	Understanding of how to critically assess data for objective evaluation.	Early success through readings and outside assignments; field trips to local museum and mining town supplemented in class oral and written examinations.	No change required.	N/A. Course had not been taught since '05; therefore, no data available.
		SLO #3	Recognition of history as cross disciplinary in nature	Research topics and examinations based on class readings examined economic growth and the impact of urbanization on several California cities. Assignments for both second midterm and essays focused on study of urban San Francisco in the late nineteenth century, and Los Angeles during the first three decades of the twentieth.	Further exploration through cross-disciplinary research for class presentation purposes should expand the depth of the SLO.	N/A
	HIST 8B	SLO #1	Analyze the motivations, personalities, achievements and failures of major historical personages from the 14th Century to the present.	5 multiple choice questions from the class final exam, dealing with major historical personages during this time (questions 42 through 46 on the final).	No changes needed, as target was met.	More detail in lecture notes.
		SLO #2	Review and discuss important historical problems and decide on possible solutions and alternatives from the 14th Century to the present.	80% of the responses to these questions were correct. 17 students all answered these 5 questions, and 68 out of 85 responses were correct.	No changes needed, as target was met.	More detail in lecture notes.
		SLO #3	Evaluate the lessons of history from the	78% of the responses to these questions were correct. 17 students all answered	No changes needed, as target was met.	More detail in lecture notes.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	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.	these 5 questions, and 66 out of 85 responses were correct.	No changes needed, as target was met.	More detail in lecture notes.
	HUMA 1	SLO #1	Explain the impact of the arts on society and self.	- 36/44 students successfully completed the Term Paper Assignment - 82% of students demonstrated satisfactory levels in regards to this SLO 18% of students did not demonstrate satisfactory levels in regards to this SLO	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. However, I plan to be more proactive in posting announcement reminders of this assignment.	No changes were made from previous results
	HUMA 4	SLO #1A (Waszak)	Analyze the use of technique/practice within films. Discuss the impact of specific filmmakers on overall cinematic technique.	Students were made aware of the techniques and technology of film making	Would choose clearer examples to present in class	Made the course more interactive
		SLO #2A (Waszak)	Link societal issues and events to cinematic approaches and offerings. Use historical context and discuss the role of the films as a form of media. Critique films based on cinematic approach, universality, and societal impact	Students were made aware to the social impact of film making	Do more of the same	More specific focus on the key developments of social significance related to film
		SLO #3A (Waszak)	Respond to various cultural nuances and differences in film Understand the	Students were able to assess the value of the film	Continue improving and fine-tuning the lesson plan	Better emphasis on the analytical aspects of the course as relates to the SLO

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3A (Waszak)	connection between films and popular culture.	Students were able to assess the value of the film	Continue improving and fine-tuning the lesson plan	Better emphasis on the analytical aspects of the course as relates to the SLO
	HUMA 5	SLO #1	Communication - The ability communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.	31 students fully participated in these very important activities.	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	Revised most of the prompts to include Summaries and Responses to the weekly myths
				39 students fully participated in these very important activities.	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	Revised most of the prompts to include Summaries and Responses to the weekly myths
				Enrolment: 10 Raw Scores: 145, 140, 137, 130, 125, 100, 0, 0, 0 (60%) Passed with 70% or Better [70%-79% (0); 80%-89% (1); 90%-100% (5)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. (40%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Three (3) students did not submit a Final Paper. These students stopped attending the class after approximately 3-6 weeks after the start of the course and attended sporadically. Extra credit was offered and completed by five (5) students, which aided in the raising final course grades. This had the effect of at least one student submitting substandard work on the Final Paper since points were earned in other areas to garner a passing grade in the course.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Creative, Critical, and Analytical Thinking - Identify and analyze the primary similarities germane to myths across various world cultures as well as the most significant differences.	<p>All students fully participated in these very important assessments</p> <p>Enrolment: 10 Raw Scores: 145, 140, 137, 130, 125, 100, 0, 0, 0 (60%) Passed with 70% or Better [70%-79% (0); 80%-89% (1); 90%-100% (5)] Pass rate attributed to high student concern to put forward strong arguments about the nature and value of myths as well as the active creation of a myth. (40%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Three (3) students did not submit a Final Paper. These students stopped attending the class after approximately 3-6 weeks after the start of the course and attended sporadically. Extra credit was offered and completed by five (5) students, which aided in the raising final course grades. This had the effect of at least one student submitting substandard work on the Final Paper since points were earned in other areas to garner a passing grade in the course.</p>	<p>The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.</p> <p>No substantive changes other than normal revision of materials needed based on high student retention and pass rate.</p>	<p>No changes were made from previous results</p> <p>The course is working well as designed.</p>
		SLO #3	Global Awareness - Cultivate knowledge, respect, and tolerance of ideas and beliefs originating in mythological thoughts from various cultures and perspectives	92% of students fully engaged in these very important dialogues	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	dissimilar from one's own.	92% of students fully engaged in these very important dialogues	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
				95% of students fully engaged in these very important dialogues	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
				Enrolment: 10 Raw Scores: 145, 140, 137, 130, 125, 100, 0, 0, 0 (60%) Passed with 70% or Better [70%-79% (0); 80%-89% (1); 90%-100% (5)] Pass rate attributed to high student willingness to learn and accept new ideas about the world (40%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (1)] Substandard grade rate is attributed to low student participation. One student was recalcitrant to learning and accepting ideas about the world that did not fit with his preconceived notions. Ironically, this same student directly stated that he did not care what grade he received, and that he was just in the class to learn different ideas. Three (3) students did not submit a Final Paper. These students stopped attending the class after approximately 3-6 weeks after the start of the course and attended sporadically. However, extra credit was offered and completed by five (5) students, which aided in the raising final grades. This had the effect of at least one student submitting substandard work since points were earned in other areas to garner a passing grade in the course.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
		SLO #3 (Love)	Discipline/Subject Area Specific Content Material OUTCOME: Demonstrate knowledge of the	Enrolment: 10 Raw Scores: 145, 140, 137, 130, 125, 100, 0, 0, 0 (60%) Passed with 70% or Better [70%-79% (0); 80%-89% (1); 90%-100% (5)] Pass rate attributed to high student	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Love)	primary ideas, structures, and theories associated with analyzing myths.	<p>participation and active learning practiced in class to achieve core competencies. Students who took notes, asked questions through the course, and worked hard to learn the material did well.</p> <p>(40%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Three (3) students did not submit a Final Paper. These students stopped attending the class after approximately 3-6 weeks after the start of the course and attended sporadically. Extra credit was offered and completed by five (5) students, which aided in the raising final course grades. This had the effect of at least one student submitting substandard work on the Final Paper since points were earned in other areas to garner a passing grade in the course.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	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, fractions, decimals, and signed numbers, one-step equations in a single variable, and application problems including the above.	<p>CRN 20321: Of the 21 students who took this exam, 20 achieved a score of C or higher. [95%]</p> <p>CRN 20311: Of the 32 students who took this exam, 31 achieved a score of C or higher. [97%]</p> <p>13/16 score at/above 75%. The student worked well together during lectures to prepare for the quizzes. Students' scores were high because they consistently completed their homework.</p> <p>A - 9 students, B - 8 students, C - 3</p>	<p>The courses that follow will be offered in an accelerated manner. The usual length of class will also be offered by the same instructor.</p> <p>Next time I teach the class, I want to use newer technology called Pear Deck. This will increase student interaction in class.</p> <p>Give students access on online</p>	<p>CRN 20321 was taught in 9 weeks just before the accelerated Math 50. The percentages are comparable.</p> <p>Scores improved but I would attribute this to overall higher math skills.</p> <p>N/A</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				students, D – 2 students, F-5 students	help such as answered practice exercises and videos for review and tutorials	N/A
				Data was collected from five appropriate problems on the final exam. The students demonstrated comprehension of the material 81.0% of the time.	In the future, I will continue to emphasize arithmetic of fractions and solving equations containing fractions because those were the problems that the students struggled with the most. I will also tighten the requirements to stay in the class and more drop students who are not staying current with the material.	More emphasis was placed on arithmetic of real numbers and solving equations. Those are the last chapters in the book, but I moved them up so that we could concentrate on those topics and practice them throughout the rest of the semester.
				In Exam 1 95% of the class passed the exam with a 70% or higher. Only 5% of the students that took the exam did not pass Exam 1.	The data indicates that only 95% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how signed numbers are used in real life applications is one way I plan to improve student success in SLO 1.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
		SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on objectives that may include; fractions, decimals and percents, tables and graphs, perimeter, area, and volume.	13/14 scored at/above 70%. The results were great because some students were allowed to use homework on tests as notes	I would like to create handouts that 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. Next time I teach the class, I want to use newer technology called Pear Deck. This will increase student interaction in class.	Scores improved but I would attribute this to overall higher math skills.
				CRN 20321: Of the 18 students who took exam 4	There often seems to be a bit of burnout by exam 4. This may	Having one section of accelerated format and one of usual length and

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				there were 11 who achieved a grade of C or higher. [61%] CRN 20311: Of the 27 students who took exam 4 there were 25 who achieved a Grade of C or higher. [92%]	indicate more exciting Classes are needed. Also, it may be the practice of dropping the lowest unit exam. If The student already has grades he is satisfied with, he may not study as hard for exam 4.	format will Be offered again.
				Data was collected from three appropriate problems on the final exam. The students demonstrated comprehension of the material 79.4% of the time.	I will continue to insert word problems consistently through the course so that students become more comfortable with them. The word problems encountered in the following algebra courses are much more difficult for those not used to the processes of solving them.	Students were given and practiced the types of word problems that would be on the final throughout the course, so they were more successful as a whole.
				In Exam 3 94% of the class passed the exam with a 70% or higher. Only 6% of the students that took the exam did not pass Exam 3.	The data indicates that only 94% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
		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.	11/14 demonstrated proficiency (above 80%) during classroom activities. Students were allowed to use calculators on the final. This did improve students' performance. The other 3 students also scored above 70%.	I do not want to use technology too much in this class like calculators because I want to build their arithmetic skills. Next time I teach the class, I want to use newer technology called Pear Deck. This will increase student interaction in class.	Scores improved but I would attribute this to overall higher math skills. Also, students were better at using their calculators on their phones.
				CRN 20321: Of 22 students taking the exam, there were 22 who achieved a grade of C or higher. [100%]	Do more to hold on to this motivated start.	Having one section of accelerated format and one of usual length and format will be offered again.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				CRN 20311: Of 37 students taking the exam, there were 36 who achieved a grade of C Or higher. [97%]	Do more to hold on to this motivated start.	Having one section of accelerated format and one of usual length and format will be offered again.
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 79.4% of the time.	Students are excited to be able to use calculators to perform arithmetic, so I will continue to introduce problems that require multi-step calculator work.	More emphasis on multi-step calculator problems, especially word problems was made this semester.
				In the Final Exam 84% of the class passed the exam with a 70% or higher. Only 16% of the students that took the exam did not pass the Final Exam.	The data indicates that only 84% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students to use a calculator as an aid to complete basic arithmetic problems.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used during assessment.
	MATH 2	SLO #1 (Vartanian)	Students shall demonstrate the ability to organize and analyze data graphically; understand and apply descriptive statistical measures to solve real world problems.	Above Average: 56%, Average: 24%, Below Average: 20%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	N/A
		SLO #2 (Vartanian)	Students shall demonstrate the ability to perform simple linear regression analysis for estimation, inference, and prediction.	Above Average: 80%, Average: 10%, Below Average: 10%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	N/A
		SLO #3 (Vartanian)	Students should demonstrate the ability to compute probabilities by modeling sample spaces and applying	Above Average: 75%, Average: 10%, Below Average: 15%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Vartanian)	rules of permutations and combinations, additive and multiplicative laws and conditional probabilities.	Above Average: 75%, Average: 10%, Below Average: 15%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	None
	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 of polynomials, sequences and series, binomial theorem, and advanced application problems including the above.	32 of 36 students passed this assessment, which is 88.8% of the students. 4 of 36 students didn't pass this SLO, that is 11.2% due to errors in calculations.	The data indicates that the students did better this time around and the faster feedback helped them. Next time I plan to continue the feedback and speedy replies.	Faster replies, faster grading and feedback.
				35 out of 41 passed this assessment, that is 83% of the students, and 6 out of 41 failed this assessment, that is 17% of the students. This is mostly due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.
				A -13 students, B – 7 students , 11 – 3 students, D – 0 students, F-2 students	Give students access on online help such as answered practice exercises and videos for review and tutorials	N/A
				Data was collected from five appropriate problems on the final exam. The students demonstrated comprehension of the material 78.6% of the time.	New sections in the book were covered. More time was spent on logarithms.	First data
				In Exam 1 85% of the class passed the exam with a 70% or higher. Only 15% of the students that took the exam did not passed Exam 1.	The data indicates that only 85% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used and allowed students to use one sheet of

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				In Exam 1 85% of the class passed the exam with a 70% or higher. Only 15% of the students that took the exam did not pass Exam 1.	to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. 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.	notes during assessment.
		SLO #1(Vartanian)	Apply algebraic concepts to model and solve real-life problems using linear and polynomial	Above Average: 100%, Average: 0%, Below Average: 0%	Continue using MyMathLab	N/A
		SLO #2	Representations/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; polynomial, exponential, and logarithmic functions and sequences and series, and their associated tables and graphs.	29 of 36 students passed this assessment, which is 80.6% of the students. 7 of 36 students didn't pass this SLO, which is 19.4% due to an error in calculation.	Next time I plan to check up on my students more often to make sure they are understanding and I plan to assist my struggling students as much as possible.	More online help, more assistance via email and web help suggestions.
				33 out of 41 passed this assessment, that is 80% of the students, and 8 out of 41 didn't pass this assessment, that is 20% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grads and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.
				Data was collected from two appropriate problems on the final exam. The	The rational function graph problem was too hard on the last	First Data

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				students demonstrated comprehension of the material 85.7% of the time	exam, and students were able to complete the easier problem. These problems are difficult and cumbersome on mymathlab, so I plan to offer a paper assignment for that topic in the future.	First Data
				In Exam 2 92% of the class passed the exam with a 70% or higher. Only 8% of the students that took the exam did not pass Exam 3.	The data indicates that only 94% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course. 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.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				N/A	N/A	N/A
		SLO #2(Vartanian)	Demonstrate understanding and knowledge of properties of functions, which include finding domain and range, operations, compositions, and inverses.	Above Average: 75%, Average: 25%, Below Average: 0%	Continue using MyMathLab	N/A
		SLO #3	Technology: The student will demonstrate the ability to apply level	32 of 36 students passed this assessment, which is 88.9% of the students. 4 of 36 students didn't pass this SLO, which is 11.1% due to an error in calculation.	My plan is to continue offering websites to help my students and I plan to check up on them more as well.	I have suggested more websites to assist with mathematical technology.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	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, CAS, other.	32 of 36 students passed this assessment, which is 88.9% of the students. 4 of 36 students didn't pass this SLO, which is 11.1% due to an error in calculation.	My plan is to continue offering websites to help my students and I plan to check up on them more as well.	I have suggested more websites to assist with mathematical technology.
				38 out of 41 passed this assessment, that is 93% of the students, and 3 out of 41 didn't pass this assessment, that is 7% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding how to use the technology and my plan is to inspect who is not understanding and touch base with them.	Have kept doing same as before and have been more aware of emails and quick responses.
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 85.7% of the time	The calculator problem in the future will be changed to changing bases of logarithms. The problem on the final exam was too easy and did not demonstrate a level-appropriate problem for Math 3.	First data
				In the Final Exam 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not pass the Final Exam.	The data indicates that only 86% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Some students are not aware of the technology available for them. I plan to guide students to use a calculator as an aid to complete advance mathematical problems. 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	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used during assessment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				In the Final Exam 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not pass the Final Exam.	using technology.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used during assessment.
				Students are encouraged to use a word processing tool to show their math work electronically. Using equation editor to construct a more organized work is self-taught. Students are also asked to use online graphing applet to visualize the behavior of functions given different degrees of a polynomial.	N/A	N/A
		SLO #3(Vartanian)	Demonstrate an understanding of the application of systems of equations and matrices.	Above Average: 71%, Average: 29%, Below Average: 0%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	None
	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 sections, polar coordinates, vectors, and the geometry of space	There were 18 students who took the final exam. Of these, 17 achieved a grade of C or better. [94%]	More brief films from the internet and more models to give a third dimension to the illustrations.	Previous assessment was done by an instructor who is now retired.
		SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	Of the 18 students who took exam 4 there were 17 who achieved a grade of C or higher. [94%]	Some of the area problems can be viewed with sketches, short films, and three dimensional models.	Previous assessment was done by an instructor who is now retired.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	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 single variable, operations on polynomials (emphasis on factoring), integral exponents, and elementary application problems including the above.	11 out of 14 passed this assessment, that is 79% of the students, and 3 out of 14 didn't pass this assessment, that is 21% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.
				22/23 score at/above 70%. The student worked well together during lectures to prepare for the quizzes. Many students came from my math 101 class and they were used to my style. The ones who struggled did not and were not consistent with completing their homework.	The data reports that things are going good but I want to increase student interaction in class by using more technology such as using phones to submit answers for instant validation and class understanding.	I now allow students to use their homework on the quizzes and tests. Test scores dropped because more students did not complete their homework on time. I went back to finding partial credit to honor student work.
				65% of students successfully completed the problems measuring this SLO. This falls short of the desired 70% success rate. The problems on the quiz were standard application problems that were directly related to ones that were found in the homework. Incidentally, 84% of students were successful on similar problems completed in the homework.	Availability of the instructor created videos and second attempts at assessments will continue. The current plan is to create more videos, covering a wider range of topics, and work towards a method of tracking student views as well as possibly incorporating quizzes within the videos. That remains a work in progress. Longitudinal data has been a bit tricky to reference due to a lack of consistent measures but subsequent sections of this class should be more comparable as the assessment methods are continued.	Since the last assessment cycle, two strategies were employed to aid in concept attainment. The first was simply to allow a second attempt at the assessment. The assessments are completed in the online environment so entering incorrect answers is more prevalent and since each attempt gives a similar but different problem, a second attempt is justified. The second strategy used was to include instructor created videos for students to reference while covering the desired objectives.
				A -1 student, B – 4 students , C – 3 students, D – 4 students, F-1 student	Give students access on online help such as answered practice exercises and videos for review	N/A

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				A -1 student, B – 4 students , C – 3 students, D – 4 students, F-1 student	and tutorials	N/A
				CRN 20312: Of the 34 students who took this exam there were 33 who received a grade of C or better. [97%] CRN 20322: Of the 34 students who took this exam there were 30 who received a grade of C or better. [88%]	Acceleration is going to continue in the sequence. Math 55 and Math 3 will be taught in the usual semester as well as 9 weeks each.	The section CRN 20322 was taught in 9 weeks while the other section was the usual 18 weeks. With the small denominator of 34 one can't determine a statistical difference in exam score for the two sections. The benefit that is hoped for is that students complete their math sequence more effectively and receive their degrees before "burning out" in math. That the two sections showed similar success is in keeping with the goals of acceleration.
				Data was collected from five appropriate problems on the final exam. The students demonstrated comprehension of the material 74.4% of the time.	The students who failed to complete the problems were generally those who did not do their homework. I will continue to utilize MyMathLab and other online resources.	MyMathLab was used for homework and quizzes. More homework was assigned.
				In Exam 1 83% of the class passed the exam with a 70% or higher. Only 17% of the students that took the exam did not passed Exam 1.	The data indicates that only 85% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making more connections in how integral exponents are used in real life applications is one way I plan to improve student success in SLO 1.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
		SLO #1 (Vartanian)	Solve applied problems by defining variables, writing equations, solving equations, finding solutions and interpreting the results.	Above Average: 89%; Average: 0%; Below Average: 11%	Encourage class attendance.	N/A
		SLO #2	Representations/Connections: The student will demonstrate the	10 out of 14 passed this assessment, that is 71% of the students, and 4 out of 14 didn't pass this assessment, that is 19% of	The above shows that most students are understanding the material and my plan is to keep an	Have kept doing same as before and have been more aware of emails and quick responses.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	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.	the students. This is most likely due to errors in calculations.	eye at grades and keep with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.
				22/23 on the midterm but only 20/23 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.	I would like to create handouts that 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. The data reports that things are going good but I want to increase student interaction in class by using more technology such as using phones to submit answers for instant validation and class understanding.	I now allow students to use their homework on the quizzes and tests. Test scores dropped because more students did not complete their homework on time. I went back to finding partial credit to honor student work.
				67% of students successfully completed the problems measuring this SLO. This falls short of the desired 70% success rate. The problems on the quiz were focused on analyzing multiple representations of equations by exploring both tabular and graphical representations. These problems were directly related to ones that were found in the homework. Incidentally, 84% of students were successful on similar problems completed on the homework.	Availability of the instructor created videos and second attempts at assessments will continue. The current plan is to create more videos, covering a wider range of topics, and work towards a method of tracking student views as well as possibly incorporating quizzes within the videos. That remains a work in progress. Longitudinal data has been a bit tricky to reference due to a lack of consistent measures but subsequent sections of this class should be more comparable as the assessment methods are continued.	Since the last assessment cycle, two strategies were employed to aid in concept attainment. The first was simply to allow a second attempt at the assessment. The assessments are completed in the online environment so entering incorrect answers is more prevalent and since each attempt gives a similar but different problem, a second attempt is justified. The second strategy used was to include instructor created videos for students to reference while covering the desired objectives.
				CRN 20312: Of the 33 students who took this exam,	There needs to be increased variety for the classes that are four	CRN 20322 was the accelerated section. We will need to monitor performance in

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				there were 28 achieving a grade of C or better. [85%] CRN 20322: Of the 27 students who took this exam, there were 15 achieving a grade of C or better. [56%]	hours long.	later exams in this For courses taught in this format.
				Data was collected from three appropriate problems on the final exam. The students demonstrated comprehension of the material 77.2% of the time.	I will continue to emphasize graphing on MyMathLab.	MyMathLab allows students a visual and mechanical process of graphing equations. Students reported that they understood the concepts better after doing the problems themselves on the computer.
				In Exam 3 84% of the class passed the exam with a 70% or higher. Only 16% of the students that took the exam did not passed Exam 3.	The data indicates that only 84% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				N/A	N/A	NA
		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.	Above Average: 72%, Average: 14%, Below Average: 14%	Encourage Class attendance.	N/A
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical	12 out of 14 passed this assessment, that is 86% of the students, and 2 out of 14 didn't pass this assessment, that is 14% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding how to use the technology and my plan is to see who might not be using it correctly and touch base with them.	Have kept doing same as before and have been more aware of emails and quick responses.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	problems and concepts that may include; four function calculator, scientific calculator, other.	12 out of 14 passed this assessment, that is 86% of the students, and 2 out of 14 didn't pass this assessment, that is 14% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding how to use the technology and my plan is to see who might not be using it correctly and touch base with them.	Have kept doing same as before and have been more aware of emails and quick responses.
				21/23 demonstrated proficiency (above 70%) during classroom activities. The calculators did not improve results. Students struggle with basic operations.	I do not want to use technology like too much in this class like calculators for graphing because I want to build their skills. The data reports that things are going good but I want to increase student interaction in class by using more technology such as using phones to submit answers for instant validation and class understanding.	I now allow students to use their homework on the quizzes and tests. Test scores dropped because more students did not complete their homework on time. I went back to finding partial credit to honor student work.
				CRN 20312: There were 36 students who took this exam. There were 31 students who achieved a grade of C or higher. [86%] CRN 20322: There were 27 students who took this exam. There were 26 students who achieved a grade of C or higher. [96%]	There may need to be activities to hold on to the excitement.	One might say that students are more motivated starting an accelerated course, but the numbers are too small to be sure. It seems that further accelerated classes in the math sequence would give more data for an analysis.
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 90.2% of the time	The calculator problem on the exam was too easy and most of the mistakes were made in other steps of the problem.	A different calculator problem was chosen.
				In the Final Exam 82% of the class passed the exam with a 70% or higher. Only 18% of the students that took the exam did not pass the Final Exam.	The data indicates that only 82% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				No data for this SLO was collected.	Serious consideration needs to be given to the revision of this SLO.	Attempts to measure this SLO in the past have not been successful. This SLO is

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				No data for this SLO was collected.	There must be more substance to the SLO than just using a calculator to solve a problem. If this is the intent, then most of the problems given on the assessments throughout the class would be considered as measuring the SLO and measuring the success of such is difficult at best.	about effectively using technology in solving mathematics problems; which in the online environment is mandated. Though the intent of this SLO was to be able to apply technology in the discovery and attainment of mathematical concepts.
				Students are allowed to use their mobile devices to utilize it's functionality in sending their work online. Most students are using their camera phone to take photos of their hand written homework to show compliance for the week's tasks	N/A	N/A
		SLO #3 (Vartanian)	Factor and perform operations to combine and/or simplify polynomial expressions and solve equations including polynomial and rational equations.	Above Average: 100%; Average: 0%; Below Average: 0%	Encourage class attendance.	N/A
	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 rational expressions including solving, rational exponents, and intermediate application problems including the above.	26/33 or approximately 79% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 7/33 or approximately 21% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I sent weekly reminder to students about class assignment deadlines. This has increased the percentage of students with "C" or higher from about 63% to 79%.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				In Exam 1 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not passed Exam 1.	The data indicates that only 80% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				In Exam 1 85% of the class passed the exam with a 70% or higher. Only 15% of the students that took the exam did not passed Exam 1.	The data indicates that only 85% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				Pass = 18/21, No Pass = 3/21	Emphasize more problem solving questions on the HW for the Spring 2016 semester.	N/A
				This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.29 points out of 15 (75%, a C). As individuals, 25 out of 31 students (80%) received at least a C or better on these quizzes, and of the 6 that didn't meet the target, 2 had stopped participating in the course. Students also took part in online discussions. On average, students received 14 points out of 21 (70%). As individuals, 18 out of 31 students (58%) received at least a C or better on their posts, and of the 13 that didn't meet the target, 7 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 30 out of 31 students (96%) had received at least a C	This is the last time I'm teaching this class.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>or better (Note that on this exam, it's open note, open book, etc). Of the 1 that didn't meet the target, 1 didn't take it. Lastly, students took the final exam (closed book, closed note). On average, students scored a 56% on the final. As individuals, 11 out of 31 students (35%) received at least a C on the final. Of the remaining 20 students, 2 didn't take it, and the other 18 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 20 out of 31 (64%) students passed the class with a C or better.</p>	<p>This is the last time I'm teaching this class.</p>	<p>From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.</p>
				<p>This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.92 points out of 15 (79%, a C). As individuals, 37 out of 41 students (90%) received at least a C or better on these quizzes, and of the 4 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 16 points out of 21 (76%). As individuals, 32 out of 41 students (78%) received at least a C or better on their posts, and of the 9 that didn't meet the target, 3 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 85% on the midterm. As individuals, 39 out of 41 students (95%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 2 that</p>	<p>The few changes I made seemed to be very effective. I plan on continuing the same tactics.</p>	<p>From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>didn't meet the target, 1 didn't take it and 1 scored an F. Lastly, students took the final exam (closed book, closed note). On average, students scored a 59% on the final. As individuals, 17 out of 41 students (41%) received at least a C on the final. Of the remaining 24 students, 3 didn't take it, and the other 21 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 32 out of 41 (78%) students passed the class with a C or better.</p>	<p>The few changes I made seemed to be very effective. I plan on continuing the same tactics.</p>	<p>From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.</p>
		SLO #1(Vartanian)	Represent and analyze basic functions and their applications using tables, graphs, and equations.	Above Average: 76%, Average: 24%, Below Average: 0%	Continue using MyMathLab	N/A
		SLO #2	Representations/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.	24/33 or approximately 73% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 9/33 or approximately 27% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I sent weekly reminder to students about class assignment deadlines. The class retention is about 92%.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				In Exam 3 79% of the class passed the exam with a 70% or higher. Only 21% of the students that took the exam did not passed Exam 3.	The data indicates that only 79% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				In Exam 3 82% of the class passed the exam with a 70% or higher. Only 18% of the students that took the exam did not passed Exam 3.	The data indicates that only 82% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				Pass = 19/21, No Pass = 2/21	No changes	N/A
				This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.29 points out of 15 (75%, a C). As individuals, 25 out of 31 students (80%) received at least a C or better on these quizzes, and of the 6 that didn't meet the target, 2 had stopped participating in the course. Students also took part in online discussions. On average, students received 14 points out of 21 (70%). As individuals, 18 out of 31 students (58%) received at least a C or better on their posts, and of the 13 that didn't meet the target, 7 had stopped participating. (Let me also note that	This is the last time I'm teaching this class.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 30 out of 31 students (96%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 1 that didn't meet the target, 1 didn't take it. Lastly, students took the final exam (closed book, closed note). On average, students scored a 56% on the final. As individuals, 11 out of 31 students (35%) received at least a C on the final. Of the remaining 20 students, 2 didn't take it, and the other 18 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 20 out of 31 (64%) students passed the class with a C or better.</p>	<p>This is the last time I'm teaching this class.</p>	<p>From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.</p>
				<p>This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.92 points out of 15 (79%, a C). As individuals, 37 out of 41 students (90%) received at least a C or better on these quizzes, and of the 4 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 16 points out of 21 (76%). As individuals, 32 out of 41 students (78%) received at least a C or better on their posts, and of the 9 that didn't meet the target, 3 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most</p>	<p>The few changes I made seemed to be very effective. I plan on continuing the same tactics.</p>	<p>From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 85% on the midterm. As individuals, 39 out of 41 students (95%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 2 that didn't meet the target, 1 didn't take it and 1 scored an F. Lastly, students took the final exam (closed book, closed note). On average, students scored a 59% on the final. As individuals, 17 out of 41 students (41%) received at least a C on the final. Of the remaining 24 students, 3 didn't take it, and the other 21 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 32 out of 41 (78%) students passed the class with a C or better.	The few changes I made seemed to be very effective. I plan on continuing the same tactics.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.
		SLO #2 (Vartanian)	Demonstrate algebraic skills in solving equations and solving Inequalities	Above Average: 71%, Average: 18%, Below Average: 11 %	Continue using MyMathLab	N/A
		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.	26/33 or approximately 79% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 7/33 or approximately 21% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I sent weekly reminder to students about class assignment deadlines. This has increased the percentage of students with "C" or higher from about 63% to 79%.

In the Final Exam 82% of the class passed The data indicates that only 82% of There were slight changes made from

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				the exam with a 70% or higher. Only 18% of the students that took the exam did not pass the Final Exam.	the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	previous assessment. More free responds questions were added and less multiple choice questions were used.
				In the Final Exam 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not pass the Final Exam.	The data indicates that only 86% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used.
				Pass = 19/21, No Pass = 2/21	No changes.	N/A
				This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.29 points out of 15 (75%, a C). As individuals, 25 out of 31 students (80%) received at least a C or better on these quizzes, and of the 6 that didn't meet the target, 2 had stopped participating in the course. Students also took part in online discussions. On average, students received 14 points out of 21 (70%). As individuals, 18 out of 31 students (58%) received at least a C or better on their posts, and of the 13 that didn't meet the target, 7 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to	This is the last time I'm teaching this class.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.

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				redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 30 out of 31 students (96%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 1 that didn't meet the target, 1 didn't take it. Lastly, students took the final exam (closed book, closed note). On average, students scored a 56% on the final. As individuals, 11 out of 31 students (35%) received at least a C on the final. Of the remaining 20 students, 2 didn't take it, and the other 18 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 20 out of 31 (64%) students passed the class with a C or better.	This is the last time I'm teaching this class.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.
				This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.92 points out of 15 (79%, a C). As individuals, 37 out of 41 students (90%) received at least a C or better on these quizzes, and of the 4 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 16 points out of 21 (76%). As individuals, 32 out of 41 students (78%) received at least a C or better on their posts, and of the 9 that didn't meet the target, 3 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On	The few changes I made seemed to be very effective. I plan on continuing the same tactics.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				average, students scored an 85% on the midterm. As individuals, 39 out of 41 students (95%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 2 that didn't meet the target, 1 didn't take it and 1 scored an F. Lastly, students took the final exam (closed book, closed note). On average, students scored a 59% on the final. As individuals, 17 out of 41 students (41%) received at least a C on the final. Of the remaining 24 students, 3 didn't take it, and the other 21 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand (or stopped participating altogether). After everything was all said and done, 32 out of 41 (78%) students passed the class with a C or better.	The few changes I made seemed to be very effective. I plan on continuing the same tactics.	From the last assessment, I was much more "visible" online. I tried to go online as much as possible during the week (some weeks everyday). If I noticed a student missed a quiz, I would encourage them to not give up and continue, etc. The same also applied to discussion posts. I also tried making sure I kept up with those participating in the course. Those that did not want to participate anymore, I asked them to drop themselves from the class or they asked me to do it for them. In the past few years, I would usually finish up with at least 10 people who no longer participated. In this class, I only had 3. I think the success of this particular class was due mostly to communicating more with the student, through e-mail and through the online board.
		SLO #3 (Vartanian)	Solve applied problems by defining variables, writing equations, finding solutions and interpreting the results	Above Average: 65%, Average: 06%, Below Average: 29%	Continue using MyMathLab	None
	MGMT 1	SLO #1	Evaluate the roles of managers based on the various levels of management: reflective of the four principal functions and challenges of an exceptional manager, fundamentals of planning, and characteristics of successful international managers.	21 out of 30 students in the class passed the midterm and demonstrated a clear understanding of this SLO by responding correctly to the questions with 70% or better accuracy.	The above data indicates that the students clearly understanding the concepts presented in this SLO. I plan to make sure that the students feel comfortable contacting me with their questions or concerns. I will email them personally weekly to keep them on track with their grades. Also, I will carefully review the comments on the student surveys and make any necessary changes to improve student learning.	Since the last assessment, I continued to post a welcome to the course. I also asked the students to read the syllabus and choose an item that they thought was important to understand and share it with the class. They were given extra credit for doing so. I think this helped clear up confusion. Also, I made changes to some of the quizzes where necessary when they were ambiguous.
				7 out of 10 students in the class (70%) passed the midterm and demonstrated a clear understanding of this SLO by responding correctly to the questions	The above data demonstrates that the majority of the student understand the concepts presented in this SLO. However, I	This class has not been offered face-to-face for several years; therefore, there are no past assessment results.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				with 70% or better accuracy.	would like to improve upon this by doing the following: <ul style="list-style-type: none"> Revising the course syllabus to provide a clearer understanding of the concepts being presented in MGMT. Utilizing additional methods for assessing student learning. Utilizing scenario based exercises to improve student learning. Incorporating group learning activities. Building communication skills by including exercises that focus on speaking, writing, reading, and comprehension. 	This class has not been offered face-to-face for several years; therefore, there are no past assessment results.
		SLO #2	Critically assess the dynamics of strategic management and the process to include the four steps in decision making, elements of an organization and types of structures, leadership skills, and the effectiveness of communication techniques.	16 out of 30 (53%) students completed the research paper with a 70 % or better score.	The above data indicates that the students are not completing the required final exam research paper. This is troubling since they are required to write short essays throughout the course. In addition, the requirements for the paper are presented during week 5 of the course so they clearly have enough time to prepare the paper. In order for me to understand why this teaching strategy is failing, I will have to review the student surveys so that their opinions can be incorporated into the course. I have made all of the changes I proposed in past SLO reports. Now it is necessary for me to review seriously the student comments. Although, I will have to incorporate them with the understanding that the MGMT 1 course is transferable and must meet the standards of CA state colleges. Also, I will carefully review the comments on the student surveys and make any necessary changes to improve	Based on my last assessment of this course, I have made changes to the quizzes and requested student feedback on assignments. In addition, I posted a message regarding the grading scale used in the class. However, these changes do not seem to have made an impact since the last assessment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Critically assess the dynamics of strategic management and the process to include the four steps in decision making, elements of an organization and types of structures, leadership skills, and the effectiveness of communication techniques.	16 out of 30 (53%) students completed the research paper with a 70 % or better score.	student learning.	Based on my last assessment of this course, I have made changes to the quizzes and requested student feedback on assignments. In addition, I posted a message regarding the grading scale used in the class. However, these changes do not seem to have made an impact since the last assessment.
				6 out of 8 (75%) students completed the research paper with a 70 % or better score.	The above data demonstrates that the majority of the student understand the concepts presented in this SLO. However, I would like to improve upon this by doing the following: <ul style="list-style-type: none"> Revising the course syllabus to provide a clearer understanding of the concepts being presented in MGMT. Utilizing additional methods for assessing student learning. Utilizing scenario based exercises to improve student learning. Incorporating group learning activities. Spend a little more time on the requirement for the final research paper. Building communication skills by including exercises that focus on speaking, writing, reading, and comprehension. 	This class has not been offered face-to-face for several years; therefore, there are no past assessment results.
		SLO #3	Articulate the various aspects of organizational decision-making process and how they are reflective of team building, employee performance, conflict	Of the 30 students in the class after last census 16 (53%) of them were able to articulate the concepts in this SLO.	The above data continues to demonstrate that students are continuing to stop working on the course after the last census. I am at a loss as to how to address this issue. I will talk to my colleagues and look for teaching strategies that will help me improve this	Since the last assessment, I continued to post a welcome to the course. I also asked the students to read the syllabus and choose an item that they thought was important to understand and share it with the class. They were given extra credit for doing so. During the course discussion posts, I gave students

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	management, and representative of cultural values and attitudes that affect human behavior in the workplace environment.	Of the 30 students in the class after last census 16 (53%) of them were able to articulate the concepts in this SLO.	problem. The students that stay with the course do well; I just don't know what to do with those students that quit after last census. I will try to look for strategies to help them stick with the course that will not dilute the integrity of the course. Also, I will carefully review the comments on the student surveys and make any necessary changes to improve student learning.	feedback on their posts regarding concepts on the decision making process and encouraged communication from them on the concepts.
				Of the 8 students in the class after last census 0 (0%) of them were able to pass the section of the final exam that covered this SLO.	<p>This data is very disappointing; however, I can probably attribute the results to several things.</p> <ol style="list-style-type: none"> 1. At least half of the students did not purchase or rent the textbook. 2. Several of the students often turned in their assignments late or did not turn them in at all. 3. When I was away attending conferences, many of the students did not come to class or complete assignments. They seem to have taken my absence as a vacation for themselves. <p>I plan to address these issues by doing the following:</p> <ul style="list-style-type: none"> • Revising the course syllabus to provide a clearer understanding of the concepts being presented in MGMT. • Utilizing additional methods for assessing student learning. • Utilizing scenario based exercises to improve student learning. • Incorporating group learning activities. • Spend a little more time on the requirement for the final research paper. • Building communication 	This class has not been offered face-to-face for several years; therefore, there are no past assessment results.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Of the 8 students in the class after last census 0 (0%) of them were able to pass the section of the final exam that covered this SLO.	skills by including exercises that focus on speaking, writing, reading, and comprehension.	This class has not been offered face-to-face for several years; therefore, there are no past assessment results.
	MGMT 3	SLO #1	Examine the purpose and functions of human resource management in both domestic and international corporations to include an evaluation of the resources functions of job search, recruitment, staffing, training and employee evaluation processes.	Written essay – Human Resource Practices in a Global World. 22 of 28 students completed this assignment as well as participated in the discussion postings . . . earning grades of a B or better.	None . . .	A scholarly APA formatted research paper was done (this time) replacement of a written essay.
		SLO #2	Appraise the legal implications of the workplace environment as it relates to issues of sexual discrimination, sexual harassment and work force diversity, as well as the organizations responsibility concerning safety issues including OSHA, health hazards and employee assistance programs.	Written essay – Diversity in the Workplace. 22 of 28 students completed this assignment as well as participated in the discussion postings . . . earning grades of a B or better.	None . . .	A scholarly APA formatted research paper was done (this time) replacement of a written essay.
		SLO #3	Analyze employee pay systems including indirect compensation, benefit packages and the changing environment in which they operate today, as well as examine union representation in today's workforce,	Written essay – Diversity in the Workplace. 22 of 28 students completed this assignment as well as participated in the discussion postings . . . earning grades of a B or better.	None . . .	A scholarly APA formatted research paper was done (this time) replacement of a written essay.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	including the unionization process, union representation in today's workforce, including the unionization process, collective bargaining and union legislation.	Written essay – Diversity in the Workplace. 22 of 28 students completed this assignment as well as participated in the discussion postings . . . earning grades of a B or better.	None . . .	A scholarly APA formatted research paper was done (this time) replacement of a written essay.
	MGMT 4	SLO #1	Understand the factors of labor management relations and legal framework upon which organized labor functions as well as how the framework evolved locally, regionally and nationally.	Research paper - The current status of labor unions can be assessed from both statistics and general standpoints. Explain the comparative structure as it connects to government and non-governmental organizations. 9 out 11 students completed this assignment earning a B or better grade. 2 students failed to complete assignment.	None . . .	None . . .
		SLO #2	Compare and contrast the rationale and benefit of collective bargaining, negotiation, arbitration, bluff, and predict the possible outcomes to determine the most favorable option(s).	Written research assignment - Collective Bargaining Behavior: Two Different Approaches 11 out 11 students completed this assignment and all earned a C or better grade.	None . . .	None . . .
		SLO #3	Examine the election process, analyze typical agreements, and develop a grievance settlement. Describe how arbitration and mediation attempt to assure fairness to all.	Research assignment - Present two examples of successful labor contract administration, where the companies/organizations actually benefitted and rose with improved profits and happier employees. 11 out 11 students completed this assignment and all earned a C or better grade. 2 students failed to complete assignment.	None . . .	None . . .
	MGMT 5	SLO #1	Evaluate the nature and purpose of management and describe various approaches to	19 out of 27 students enrolled in the course before first completed the assignment that corresponds to this SLO at 70% or better	This data indicates that the students participating in this course demonstrate a clear understanding of the concepts in this course. If this course is	I have never taught this course so there is no follow up on this course.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	MGMT 5	SLO #1	management, as well as their contributions and limitations.	19 out of 27 students enrolled in the course before first completed the assignment that corresponds to this SLO at 70% or better	presented by me in the future, I will watch the statistics and suggest changes if necessary.	I have never taught this course so there is no follow up on this course.
		SLO #2	Examine the five functions for all managers and the opportunities for application at the various levels of management.	60% of the students enrolled in the class passed this SLO via the midterm.	This data indicates that a majority of students understand the concepts presented in this SLO. However, overall they passed with a 60% or better. I will have to keep an eye on the presentation of this class. This is because some of the students who were enrolled did not take the midterm. I will have to keep an eye on class participation and spend more time encouraging students to stay involved.	I have never taught this course so there is no follow up on this course.
		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.	75% of the students enrolled after last census in the class passed this SLO via the midterm.	This data indicates that the students participating in this course demonstrate a clear understanding of the concepts in this course. If this course is presented by me in the future, I will watch the statistics and suggest changes if necessary. . I will have to keep an eye on the presentation of this class. This is because some of the students who were enrolled did not take the midterm. I will have to keep an eye on class participation and spend more time encouraging students to stay involved.	I have never taught this course so there is no follow up on this course.
	MGMT 6	SLO #1	Examine the continuous improvement of the effectiveness of organizations and their members.	18/27 or 66% of the students completed the weekly discussion earning a "C" or greater, while 9/27 or 33% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	Continue improve on student's discussion process by paying close attention to the method used and referring them to quality posts.	Improve the discussion rubric
		SLO #2	Determine why people and groups in organizations feel and behave as they do.	19/27 or 70% of the students were successful in completing and earning a "C" or higher.	Continue to help students to improve on their writing skills.	There was no changes made
		SLO #3	Identify processes and methods that can	21/27 or 80% of the students were successful in completing and earning a	Continue to evaluate my teaching method to ensure that students	No changes

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	improve the behavior and attitudes of organizational members and, thus their effectiveness both for the individual as well as the organization.	"C" or higher, 6 of 27 or 20% performed below expectation due to not completing or submitting the assignment and resulted in a failing grade.	are well accommodated concerning the online course.	No changes
	MGMT 7	SLO #1	Analyze leadership values, attributes, skills and actions in the workplace environment.	Of the 33 students enrolled in the course at midterm, 27 (82%) were able to articulately respond to the concepts in this SLO.	The above data shows that the essay question needed revision because the percentage of successful students improved. I will continue to provide suggested study for the midterm and plan to include study suggestions for the final exam.	Based on the previous assessment, modifications were made to the midterm essay question. I did not create as midterm study guide; however, I provided students with a suggested study method for the midterm. Also, I revised all of the quizzes because the book changed from the 6th to the 8th edition. Therefore, all tests, discussions, and quizzes had to be edited this time around.
		SLO #2	Interpret the three phases of the Leader Development program through observations, assessment and coaching model improve/sustain leadership performance.	Of the 33 students enrolled in the course at first census, 31 (94%) were able to respond to the questions related to the concepts in this SLO.	It would appear from the data that the modifications to the course made from the textbook change improved the results since the last assessment. I am deducing that the improved understanding of the students is due to the textbook change. However, I will have to observe results of the next class for a better understanding.	I revised all of the quizzes because the book changed from the 6th to the 8th edition. Therefore, all tests, discussions, and quizzes had to be edited this time around.
		SLO #3	Articulate and demonstrate understanding of the role of the OC and their technical and professional duties.	Of the 25 students enrolled after last census, 18 (72%) were able to articulate the concepts covered in this SLO.	It would appear from the data that the modifications to the course made from the textbook change improved the results since the last assessment. I am deducing that the improved understanding of the students is due to the textbook change. However, I will have to observe results of the next class for a better understanding.	I revised all of the quizzes because the book changed from the 6th to the 8th edition. Therefore, all tests, discussions, and quizzes had to be edited this time around.
	MUSI 12A	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	6-A; 1-B; 1_D	Increase students helping each other.	Students helping other students - one on one.
		SLO #3	Theory - Understand	5 A; 1-B; 1-C	White board battles among the	More white board quizzes from

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	basic theory appropriate to level.	5 A; 1-B; 1-C	students on various aspects of theory.	instructors.
		SLO #3 (Frazee)	Presented various musical items and dvds of keyboard artists for class enrichment	Interested, inquisitive, and great results for the oral quiz.	More variety of SLO #5	Student performances
	MUSI 12B	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	100% A	Increase help from advanced students to those in lower level.	Student in C helped student in B
		SLO #3	Theory - Understand basic theory appropriate to level	100% A	Move private instruction as time allows	Private instruction
		SLO #3 (Frazee)	Presented various musical items and dvds of keyboard artists for class enrichment.	Interested, inquisitive, and great results for the oral quiz.	More private instruction as time allows.	Private instruction
	MUSI 12C	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	100% B	Have C students practice at home more of the B repertoire so can review more effectively with B students.	Advanced C students playing with intermediate B students for review.
		SLO #3	Theory - Understand basic theory appropriate to level.	100% B	Increase peer instruction C to B	Peer instruction to B students; strengthening C students to help B students.
		SLO #3 (Frazee)	Presented various musical items and showing dvds of keyboard artists for class enrichment.	Interested, inquisitive and great results for the oral quiz	Have C students practice at home more of the B repertoire so can review more effectively with B students.	Advanced C students playing with intermediate B students for review.
	MUSI 3	SLO #1	Analyze the historical and sociological effects of American music.	Project Summary ? 32% received an "A" ? 65% received a "B" or higher ? 79% received a "C" or higher The remaining 21% received a "D" or lower due to not following instructions.	This is an effective assignment. No changes are recommended at this time.	? There were several adjustments to the instructions to make certain questions and the required structure more clear. 87% received a "C" or higher in the Fall of 2014 and 83% of students received a "C" or higher in the Spring of 2015. While this semester's number is lower, the number of "A"s and "B"s is higher. The adjustments made helped make the assignment more clear for students.
		SLO #2(2)	Understand and	There was a healthy discussion and	The discussion questions are	No Changes were recommended.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2(2)	explain the value of the arts.	<p>students were able to answer my follow-up questions clearly as well, giving my question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before.</p> <p>Sample Comments:</p> <p>? I understand money gets tight, but cutting fine arts, and music education is not the answer. Some kids are not good at "facts" and although what happen in history is important to understand, some people learn with other parts of their brain. I do not think people understand how music and art help our minds develop. Music helps develop areas of the brain related to language and reasoning. It helps build our skill of memorization; it promotes craftsman's shift, and desire to do good work. Art and music help with coordination and developing motor skills, helps them stay engaged in school and proven to have better SAT scores. The reasons why a program like music and fine arts should be cut are just far to many to count.</p> <p>? I do not agree with cutting the arts from schools. Using both sides of the brain is critical for balanced development. "Music research indicates that music education not only has the benefits of self-expression and enjoyment, but is linked to improved cognitive function (Schellenberg), increased language development from an early age (Legg), and positive social interaction (Netherwood). Music listening and performance impacts the brain as a whole, stimulating both halves – the analytical brain and the subjective-artistic brain, affecting a child's overall cognitive development and possibly increasing a child's overall intellectual capacity more than any other activity affecting the</p>	<p>chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up. This is a successful measure and no changes are recommended.</p>	No Changes were recommended.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2(2)	Understand and explain the value of the arts.	brain's bilaterism (Yoon)." (Fun Music Company) ? I believe capitalism can be exactly why they keep arts in school. I believe money makes the world go around. As I was reading you response a question that was going through my head the whole time was how did these composers and people in the movies find their passion in arts? I believe it starts with school and people are keeping it in schools because they realize it. Without arts, there would be no entertainment. Entertainment brings a lot of money to the economy and it is known. Capitalist are aware of this and they have to take in every aspect when thinking about how it affects the world and its people. Everyone in the entertainment business is a part of art in their own ways and the only way to continue this regardless of the economic reasoning is to make sure that students are following their hearts and continuing to do what they are passionate about.	The discussion questions are chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up. This is a successful measure and no changes are recommended.	No Changes were recommended.
	MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	? 85% received a score of 3 or 3.5 out of 4 ? 8% received a score of 2 out of 4 ? 8% received a score of 1.5 out of 4	Continued work on vowel formation is needed.	The last measurement said: "...more class time needs to be devoted to vertical alignment." There was work done on this but vowels were not always as vertical as they needed to be. Some songs were better than others in this regard.
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	Balance: 56% saw improvement 44% had the same score for each Blend: 44% saw improvement 22% had the same score for each 33% saw regression Diction: 44% had the same score for each 56% saw regression Phrasing & Expression: 56% saw improvement 44% had the same score for each	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. No changes are recommended at this time.	No changes were recommended.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.	Languages – English, Spanish, Latin Ethnicities - German Genres – Lullaby, Carols, Traditional, Classical, Gospel Musical Eras - Medieval	This is a new measurement and no changes are recommended at this time.	No changes were recommended but the measurement was changed to a listing to better reflect that students are, indeed, learning an array of languages, ethnic songs, genres, and songs from different eras and can list them.
	MUSI 4B	SLO #1	Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).	? 25% received a score of 4 out of 4 ? 75% received a score of 3 out of 4 ? Each student went up a number in their score from when they took MUSI 4.	Continued work on vowel formation is needed	The last measurement said: “more class time needs to be devoted to vertical alignment.” There was work done on this but vowels were not always as vertical as they needed to be. Some songs were better than others in this regard.
		SLO #2	Demonstrate improved knowledge of choral technique (balance, diction, dynamics).	Joy F-I feel like I have learned to anticipate the dynamic choices, however I still find myself running short of breath at the end of some of the dynamics. Adrianna H-Honestly, it just felt instinctive. I’m not sure how to be specific about that. Michel I-Because of the previous semester in choir, I had a better idea of how to do my solo. Hannah N-My previous experience has allowed me to anticipate dynamic choices like growing on held notes and knowing that repeated phrases need different dynamic levels.	This is a new measurement and no changes are recommended at this time.	The last measurement said “While it’s beneficial to have students evaluate themselves, a new measurement needs to be created to show how intermediate students really show improvement in this SLO.” A new question was added for 4B/C/D students to show how their understanding of choral technique has improved. Their own statements were used to gauge their understanding. In 4B, only one student gave an example of what she’s learned. The other 3 students weren’t sure how to answer the question or didn’t understand the question.
		SLO #3	Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.	Languages - Latin, Swahili, Italian, Spanish Ethnicities-German, African Genres-Celtic, American Folk, Pop, Gospel Musical Eras-Medieval	Students went by memory alone and this wasn't always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may job their memory of what language, origin, etc. the song was.	The last measurement stated "a new measurement needs to be created to show how intermediate students gain an improved understanding." This was accomplished through the use of a new measurement. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.
	MUSI 4C	SLO #1	Demonstrate advanced elements of proper vocal technique (breathing,	? 25% received a score of 4 out of 4 ? 75% received a score of 3 out of 4	Continued work on vowel formation is needed.	The last measurement said: “more class time needs to be devoted to vertical alignment.” There was work done on this but vowels were not always as

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	MUSI 4C	SLO #1	posture, vertical alignment).	? 25% went up a number in their score and 75% stayed the same from 4B.	Continued work on vowel formation is needed.	vertical as they needed to be. Some songs were better than others in this regard.
		SLO #2	Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).	Logan F-In general I would say yes, but it is still difficult to get crescendos and decrescendos right. Maria L-I have much better breath support and when hear songs now, I can hear where it would sound better quieter or louder. Pat L-Previous experience has helped me have more confidence in being more expressive. I'm also learning to anticipate the degree of soft or loud I need to be. Kristine N-I know when I need to grow on songs. At the end of a phrase.	This is a new measurement and no changes are recommended at this time.	The last measurement said "While it's beneficial to have students evaluate themselves, a new measurement needs to be created to show how advanced students really show improvement in this SLO from when they took the intermediate class." A new question was added for 4B/C/D students to show how their understanding of choral technique has improved. Their own statements were used to gauge their understanding. In 4C, students were better able to articulate what they've learned, explaining that held notes must grow and they can anticipate what parts of a song should be loud or soft.
		SLO #3	Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.	Languages – Latin, English, Spanish, Italian, French, Swahili Ethnicities - Genres – Gospel, Pop, Rock, Hymns, American Folk Musical Eras – Renaissance, Baroque, Medieval	Students went by memory alone and this wasn't always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may jog their memory of what language, origin, etc. the song was.	The last measurement stated "a new measurement needs to be created to show how advanced students gain an improved understanding from an intermediate one." This was accomplished through the use of a new measurement. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.
	MUSI 4D	SLO #1	Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).	? 100% received a score of 2 out of 4 (there was only 1 student and his score didn't change from 4C but this is a student who has severe difficulties.)	Continued work on vowel formation is needed.	The last measurement said: "more class time needs to be devoted to vertical alignment." There was work done on this but vowels were not always as vertical as they needed to be. Some songs were better than others in this regard.
		SLO #2	Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).	Lewis A-[illegible]	This is a new measurement and no changes are recommended at this time.	The last measurement said "While it's beneficial to have students evaluate themselves, a new measurement needs to be created to show how masters students really show improvement in this SLO from when they took the advanced class." A new question was

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).	Lewis A-[illegible]	This is a new measurement and no changes are recommended at this time.	added for 4B/C/D students to show how their understanding of choral technique has improved. Their own statements were used to gauge their understanding. The student in 4D gave an illegible answer. This is a student with severe learning disabilities so it's difficult to measure his growth.
		SLO #3	Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.	Languages – Latin, Spanish Ethnicities – German, Hebrew, African Genres – Gospel Musical Eras – Baroque	Student went by memory alone and this wasn't always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may jog their memory of what language, origin, etc. the song was.	The last measurement stated "a new measurement needs to be created to show how masters students gain an improved understanding from an advanced one." This was accomplished through the use of a new measurement. The student was able to name additional languages, ethnicities, genres, and eras of music he'd sung, showing he expanded his knowledge.
	MUSI 6A	SLO #1 (Moreno)	Demonstrate the ability to play written sheet music at a college level of difficulty or above. This would be similar to "Level 3" difficulty in the music difficulty rating used by most educational institutions.	On average, about 25% of the class is still reading below the "Level 3" music level.	During semester 2 we will work towards better music reading skills through more sight reading exercises stressing rhythm and pitch.	This was the instructors 1st year teaching the class.
		SLO #2 (Moreno)	Students will demonstrate knowledge of the historical context of music played in class.	All students had a basic understanding of the basic historical context of the music played. This was demonstrated through group discussion as well as group performance of several pieces from different genres and composers.	Continue to study and lecture on the historical meaning and history of music played in class.	This was the instructors first year.
		SLO #3 (Moreno)	Students will demonstrate a basic understanding of tone quality	All students were able to play with a basic understanding of tone quality and instrument timbre.	Tone quality will continue to be an element of music which is stressed upon and studied. The class will continue to focus on tone quality as well as add some exercises which will help to produce a beautiful sound from every student. This includes choral and long tone exercises.	This is the instructors first year teaching this class.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	MUSI 6B	SLO #1 (Moreno)	Demonstrate the ability to play written sheet music at a college level of difficulty or above. This would be similar to "Level 3" difficulty in the music difficulty rating used by most educational institutions.	On average, about 25% of the class is still reading below the "Level 3" music level.	During semester 2 we will work towards better music reading skills through more sight reading exercises stressing rhythm and pitch.	This was the instructors 1st year teaching the class.
		SLO #2 (Moreno)	Students will demonstrate knowledge of the historical context of music played in class.	All students had a basic understanding of the basic historical context of the music played. This was demonstrated through group discussion as well as group performance of several pieces from different genres and composers.	Continue to study and lecture on the historical meaning and history of music played in class.	This was the instructors first year.
		SLO #3 (Moreno)	Students will demonstrate a basic understanding of tone quality.	All students were able to play with a basic understanding of tone quality and instrument timbre.	Tone quality will continue to be an element of music which is stressed upon and studied. The class will continue to focus on tone quality as well as add some exercises which will help to produce a beautiful sound from every student. This includes choral and long tone exercises.	This is the instructors first year teaching this class.
	MUSI 6C	SLO #1 (Moreno)	Demonstrate the ability to play written sheet music at a college level of difficulty or above. This would be similar to "Level 3" difficulty in the music difficulty rating used by most educational institutions.	On average, about 25% of the class is still reading below the "Level 3" music level.	During semester 2 we will work towards better music reading skills through more sight reading exercises stressing rhythm and pitch.	This was the instructors 1st year teaching the class.
		SLO #2 (Moreno)	Students will demonstrate knowledge of the historical context of music played in class.	All students had a basic understanding of the basic historical context of the music played. This was demonstrated through group discussion as well as group performance of several pieces from different genres and composers.	Continue to study and lecture on the historical meaning and history of music played in class.	This was the instructors first year.
		SLO #3	Students will	All students were able to play with a basic	Tone quality will continue to be an	This is the instructors first year teaching

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		(Moreno)	demonstrate a basic understanding of tone quality.	understanding of tone quality and instrument timbre.	element of music which is stressed upon and studied. The class will continue to focus on tone quality as well as add some exercises which will help to produce a beautiful sound from every student. This includes choral and long tone exercises.	this class.
	MUSI 7	SLO #1 (Moreno)	Demonstrate the ability to play Jazz music in the jazz "style" which includes jazz articulations and inflections.	All of the students in the class had a basic understanding of the "jazz style" of playing music and of playing with the "swing 8th note style". They were also able to play with the correct jazz articulations, tone quality, accents, and releases.	During semester 2 we will continue to develop the jazz style through direct instruction, listening , and modeling.	This was the instructors 1st year teaching the class.
		SLO #2 (Moreno)	Students will demonstrate knowledge of the historical context of music played in class.	All students had a basic understanding of the basic historical context of the music played. This was demonstrated through group discussion as well as group performance of several pieces from different genres and composers. This included but was not limited to historical backgrounds on various jazz composers and musicians.	Continue to study and lecture on the historical meaning and history of music played in class.	This was the instructors first year teaching this course.
		SLO #3 (Moreno)	Students will Demonstrate the ability to play written sheet music at a college level of difficulty or above. This would be similar to "Level 3" difficulty in the music difficulty rating used by most educational institutions. a basic understanding of tone quality.	All students were able to play with a basic understanding of tone quality and instrument timbre.	Tone quality will continue to be an element of music, which is stressed upon and studied. The class will continue to focus on tone quality as well as add some exercises, which will help to produce a beautiful sound from every student. This includes chorales and long tone exercises.	This is the instructors first year teaching this class.
	MUSI 8A	SLO #1	Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.	1 ? "Could work on consonant enunciation." ? "The balance and blend of voices was sketchy in 'And the Angels Sang." ? "I went a little flat at the end of 'Petit Enfant."	This class is for more advanced singers and it shows in their thoughtful comments. No changes are recommended at this time.	This was the first time the class was taught.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	MUSI 8A	SLO #1	Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.	<p>2 ? "Pat-a-Pan' needed more work on diction."</p> <p>? "Need to work on being more consistent with consonants and vowels, especially in non-English songs."</p> <p>? "In parts we had a tendency to go either sharp or flat."</p> <p>3 ? "I heard crisp consonants in 'What Child is This' and it sounded great."</p> <p>? "Some went loud when we were supposed to be piano."</p> <p>? "Some stuck out more than others."</p> <p>? "I went flat during 'Petit Enfant' and 'E La Don Don.'"</p> <p>4 ? "Our vowels sounded pretty good (pure) in 'Petit Enfant.'"</p> <p>? "In 'Angels on High', the parts weren't very balanced and some people stuck out greatly."</p> <p>? "'Pat-a-Pan' seemed to lag and not be bouncy. It was almost legato."</p> <p>? "'Petit Enfant' went flat. So did 'E La Don Don.'"</p> <p>? "My jaw was not dropping."</p> <p>? "My vowels in 'Ding-a Ding-a Ding' were not pure and it sounded bad."</p> <p>5 ? "On 'What Child is This', I blended better."</p> <p>? "We were flat on 'Petit Enfant.'"</p> <p>? "I stuck out again."</p> <p>6 ? "I heard vowels more clear than usual. I actually heard my voice as well in tune with Logan's."</p> <p>7 ? "During 'What Child is This' the choir seemed very tuned in to the dynamics and we blended with each other well."</p> <p>? "'Petit Enfant' sounded kind of muffled when we sang the French part."</p> <p>8 ? "Our dynamics were excellent and you could tell the difference in volumes. Especially in 'What Child is This.'"</p> <p>? "I can see my jaw dropping in 'E</p>	This class is for more advanced singers and it shows in their thoughtful comments. No changes are recommended at this time.	This was the first time the class was taught.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up																																																												
	MUSI 8A	SLO #1	Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.	La Don Don' which was really cool." ? "We had poor vowels. They could be more open and more defined. We also need to work on blending." ? "I was too loud."	This class is for more advanced singers and it shows in their thoughtful comments. No changes are recommended at this time.	This was the first time the class was taught.																																																												
		SLO #2	Evaluate choral music of various genres and periods and be able to perform this literature with sensitivity, accuracy, and artistry.	Students filled out a Song Analysis Worksheet for 5 of the 6 songs studied. The worksheet asked about mood and message but it also asked about time period, origin, and style/genre. Scores were as follows: <table border="1"> <thead> <tr> <th>Student</th> <th>Worksheet 1</th> <th>Worksheet 2</th> <th>Worksheet 3</th> <th>Worksheet 4</th> <th>Worksheet 5</th> </tr> </thead> <tbody> <tr> <td>LF</td> <td>98%</td> <td>82%</td> <td>84%</td> <td>80%</td> <td></td> </tr> <tr> <td>CK</td> <td>100%</td> <td>86%</td> <td>94%</td> <td>100%</td> <td></td> </tr> <tr> <td>ML</td> <td>64%</td> <td>80%</td> <td>86%</td> <td>100%</td> <td></td> </tr> <tr> <td>HN</td> <td>100%</td> <td>96%</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>KN</td> <td>94%</td> <td>92%</td> <td>100%</td> <td>90%</td> <td></td> </tr> <tr> <td>DP</td> <td>98%</td> <td>96%</td> <td>92%</td> <td>80%</td> <td></td> </tr> <tr> <td>AS</td> <td>98%</td> <td></td> <td>92%</td> <td>100%</td> <td></td> </tr> <tr> <td>NT</td> <td>98%</td> <td>96%</td> <td>86%</td> <td>100%</td> <td></td> </tr> <tr> <td>AT</td> <td>84%</td> <td>82%</td> <td>88%</td> <td>40%</td> <td></td> </tr> </tbody> </table> In all but two cases, all papers received an "A" or "B."	Student	Worksheet 1	Worksheet 2	Worksheet 3	Worksheet 4	Worksheet 5	LF	98%	82%	84%	80%		CK	100%	86%	94%	100%		ML	64%	80%	86%	100%		HN	100%	96%	100%	100%		KN	94%	92%	100%	90%		DP	98%	96%	92%	80%		AS	98%		92%	100%		NT	98%	96%	86%	100%		AT	84%	82%	88%	40%		Some songs were more difficult to do research on than others but students didn't always put enough thought into some of the questions. They may have been too vague. The worksheet will be re-worked to allow for specificity.	This was the first time the class was taught.
Student	Worksheet 1	Worksheet 2	Worksheet 3	Worksheet 4	Worksheet 5																																																													
LF	98%	82%	84%	80%																																																														
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	ORIE 1	SLO #1	Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student	100% of students (15 of 15) met this objective.	The SLOs for Orientation are changing next semester, so I will adjust pedagogy accordingly. The new SLO 1 is similar to this, but it is focused on academic success which is much broader than "study skills." I will utilize the Interest Inventory, Discovery Wheel	For this group, I did not implement the study plan for the exams because they are a high-functioning group of high school students. Instead, I had them apply and describe real-world relevance to their coursework in all classes. This helped the students to maintain motivation and find new academic																																																												

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	ORIE 1	SLO #1	and study skills.	100% of students (15 of 15) met this objective.	Revisited, and final exam as assessments to encompass a broader variety of components of academic success.	strategies.
				100% of students (15 of 15) met this outcome. In fact, all students demonstrated notable progress between the midterm and final exam.	The SLOs for Orientation are changing next semester, so I will adjust pedagogy accordingly. The new SLO 1 is similar to this, but it is focused on academic success which is much broader than "study skills." I will utilize the Interest Inventory, Discovery Wheel Revisited, and final exam as assessments to encompass a broader variety of components of academic success.	I had students create and submit study plans for midterms and finals. Some students even created plans for other courses. This approach was helpful and seemed to have a lasting impact on students' attitudes toward academics.
				All students received a passing grade on this assignment.	I plan to incorporate more interactive activities into each of the Chapter Presentations. Students will have the same requirements and expectations in this assignment, but I will add an additional interactive activity (of my choosing) that will benefit all students.	No major changes were made from the previous time that I taught this course. I personally present two of the chapters from the course textbook in order to model my expectations on this Chapter Presentation assignment in addition to the written assignment description in the Syllabus and additional handouts. I also meet with each group several times before their presentation date in order to make sure that they are on-track and fulfilling the requirements of this assignment.
				Section 20011 (34) 79% Section 20012 (39) 83% Section 20013 (32) 82% Section 20014 (40) 90% average (145) 84%	Continue with same assessment	Spring 2015 (860 average 80% No change made
		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.	100% of students (15 of 15) met this SLO on one or both of the projects; although 6 students completed only one project, all 6 did so successfully and showed a strong ability to set goals, interests, etc. and align these personal qualities with wise educational and career goals.	The second SLO for this class is changing to be focused on personal goal-setting. I currently do multiple goal-setting activities in this class. The Career Study is one of them; however, that will apply more directly to the new third SLO. Students also apply goal-setting strategies on the final exam and do several small in-class and	For this class, I implemented smaller checkpoints to track student progress. This was helpful for most students, but others continued to procrastinate and ended up not completing one of the projects.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		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.	100% of students (15 of 15) met this SLO on one or both of the projects; although 6 students completed only one project, all 6 did so successfully and showed a strong ability to set goals, interests, etc. and align these personal qualities with wise educational and career goals.	out-of-class goals. I plan to streamline this process to make it easier to assess whether or not students have truly met the desired outcome of personal goal-setting.	For this class, I implemented smaller checkpoints to track student progress. This was helpful for most students, but others continued to procrastinate and ended up not completing one of the projects.
				100% of students (15 of 15) met this SLO.	The second SLO for this class is changing to be focused on personal goal-setting. I currently do multiple goal-setting activities in this class. The Career Study is one of them; however, that will apply more directly to the new third SLO. Students also apply goal-setting strategies on the final exam and do several small in-class and out-of-class goals. I plan to streamline this process to make it easier to assess whether or not students have truly met the desired outcome of personal goal-setting.	This specific group of students did not need smaller checkpoints along the way for accountability in order to meet this SLO. Instead, I made the project a bit more challenging for them by decreasing the amount of time students had to complete the project. In addition, I worked with their PSYCH 5 instructor to make the project count as part of the portfolio in that class as well.
				20011 (34) 91% 20012 (39) 89% 20013 (32) 89% 20014 (40) 80% Average (145) 87%	Continue with the same assessment.	Spring 2015 (86) average 82% No change made.
				Four students did not earn a passing grade on this Final Presentation assignment.	One of the main reasons that these students did not earn a passing grade on this assignment is because they did not fulfill the time requirement for this assignment. Although I did emphasize the importance of this time requirement in the class session prior to the assignment's due date, in addition to this requirement being stated in the assignment description in the Syllabus, I will again remind students to be more conscious of	No changes were made from the previous time that I taught this class because my students usually do pretty well on this Final Presentation assignment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Four students did not earn a passing grade on this Final Presentation assignment.	the time in their Final Presentation. I will continue to remind students to practice their Final Presentation with a stopwatch in order to make sure that they fulfill this time requirement.	No changes were made from the previous time that I taught this class because my students usually do pretty well on this Final Presentation assignment.
		SLO #3	Demonstrate understanding of time and stress management, learning styles, study techniques, and effective interpersonal communication skills, to improve student performance, retention and instructor-student relations.	100% of students (15 of 15) met this SLO.	The new third SLO for this class is focused on academic and career goal-setting. I will use the Career Study to assess progress toward this goal. I would also like to include more small goal-setting activities throughout the first six units of the class which are focused on academic skills such as note-taking, reading, and test-taking.	I still returned the Interest Inventory immediately after it was graded, but I emphasized the importance of keeping the project in a safe place until the end of the semester. This allowed students to meaningfully compare and reflect on their progress over the course of the semester.
				20011 (34) 86% 20012 (39) 86% 20013 (32) 86% 20014 (40) 83% Average (145) 85%	Attendance policy instituted (8 absences student will be dropped).	Spring 2015 (86) average 82% No change made.
				73% of students (11 of 15) met this SLO. The remaining four students either did not complete the projects or did not complete them satisfactorily.	The new third SLO for this class is focused on academic and career goal-setting. I will use the Career Study to assess progress toward this goal. I would also like to include more small goal-setting activities throughout the first six units of the class which are focused on academic skills such as note-taking, reading, and test-taking. In addition, I will avoid assigning a major project on the first day of class.	In this accelerated class, I assigned the first project on the first day of class, and students had only a week to complete it. This was difficult for students who had not yet purchased their textbooks and did not have internet access or time to make photocopies in the library. Some students who did not complete or unsatisfactorily completed the first part were at a disadvantage in the second part of the project because they had not completed the first part. In hindsight, I should have delayed the project either by assigning it later or offering more time.
				Chapter 1 Test- 3 students (10% of the class) earned a failing grade. Chapter 2 Test- 4 students (13% of the	Two of the main reasons these students did not earn a passing grade on the Chapter Tests are	No changes were made from the previous time that I taught this course.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>class) earned a failing grade.</p> <p>Chapter 3 Test- 6 students (20% of the class) earned a failing grade.</p> <p>Chapter 4 Test- 4 students (13% of the class) earned a failing grade.</p> <p>Chapter 5 Test- 4 students (13% of the class) earned a failing grade.</p> <p>Chapter 6 Test- 5 students (17% of the class) earned a failing grade.</p> <p>Chapter 7 Test- 5 students (17% of the class) earned a failing grade.</p> <p>Chapter 8 Test- 2 students (7% of the class) earned a failing grade.</p> <p>Chapter 9 Test- 3 students (10% of the class) earned a failing grade.</p> <p>Chapter 10 Test- 5 students (17% of the class) earned a failing grade.</p> <p>Chapter 11 Test- 0 students (0% of the class) earned a failing grade.</p> <p>Chapter 12 Test- 5 students (17% of the class) earned a failing grade.</p>	<p>because they were not present during the class session and did not make-up the tests in the Computer Commons and they did not take notes on the assigned Chapter. I provide a study checklist for each Chapter Test at the beginning of the course in order to help the students prepare for each test. At the end of each class session, I review all key concepts which may have not been thoroughly presented during the class session. Students are also able to use one-page (double-sided) of notes on each Chapter Test. Final Grades (Out of 30 students): A-5, B-14, C-9, D-2, F-0)</p>	<p>No changes were made from the previous time that I taught this course.</p>
	PEAC 13	SLO #1	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance.	<p>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.</p>	<p>Greater emphasis on discussion of the rules than drilling and application.</p>	<p>None</p>
		SLO #2	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities safely.	<p>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.</p>	<p>No changes at this time.</p>	<p>None</p>
		SLO #3	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	<p>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,</p>	<p>No changes at this time.</p>	<p>None.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	the more energy they had and the better they felt.	No changes at this time.	None.
	PEAC 16	SLO #1 (1)	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	100% successfully met this SLO.	nothing	BETTER THAN last year (93%)
		SLO #2 (2)	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	100% successfully met this SLO	nothing	Better than last semester
		SLO #3 (3)	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	100% successfully met this SLO.	nothing	Improve 7% compare to the last semester
	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.	There ARE 7 physical disabled student in this adaptive PE class (6 students received "A" & 1 got "C")	The new wellness center is well designed for disabled students	The best ever.
		SLO #2	Acquire improved strength, endurance, range of motion, body composition and cardiovascular circulation.	Everyone is performing very well (the only reason that one student who received "C" was due to the miss 2 week of class due to the sickness	Small class but needed by the disabled students	greater
		SLO #3 (3)	Assess own strength and flexibility in relation to accepted norms and develop	All of the students improved	Proud of them	The best class I have ever had

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (3)	own fitness plan accordingly.	All of the students improved	Proud of them	The best class I have ever had
	PEAC 20	SLO #1	The students will be able to understand and perform Tai Ji Form	100% of the students performed excellent skills in the Wellness Center Opening Celebration	Same	Same as the last semester
		SLO #2	Identify and describe each movement	100% of the students could identify and describe each movement correctly	100% students received "A"	Better than last semester
		SLO #3	Students will be able to perform as a group (taping down for record)	100% of students were performing well.	Same	About the same
	PEAC 21	SLO #1	The students will be able to understand and perform 3 components of breathing meditation: preparing body relaxation, adjusting breaking style, and conducting Qi meditating.	100% students met this goal	Same	Same as the last semester
		SLO #2	The students will demonstrate the understanding of major knowledge of Breathing Meditation	100% of the students did turn in their reports and feedback were all excellent	The only reason the students may get different grades is their attendance.	Same as last semester
		SLO #3A	The students will be able to perform at least 8 advanced breathing meditation skills	100% of students were performing well with excellent attendance	Same	About the same
	PEAC 29	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	87.5% improved	There are total of 8 students in this class, 1 student failed due to absence of catching flu for several weeks	Last semester was 95%
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular	87.5% of students met the goal	Nothing	7.5% less than last semester

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	strength and endurance.	87.5% of students met the goal	Nothing	7.5% less than last semester
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	One failed to do so while all the rest of 7 students met the SLO	Nothing	Not significant
	PEAC 3	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	100% of students completed the course. Of those who completed the course, 100% successfully met this SLO	Nothing	IMPROVED 5% than last term
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	100% of students completed the course. Of those who completed the course, 100% successfully met this SLO	better	last semester was 95%
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	100% of students has improved at least 1%	Nothing	Same
	PEAC 30	SLO #1	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	32/34 or 94% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 2/34 or 6% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	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 was very pleased with the overall student performance resulting in a negatively skewed data set demonstrating very high student achievement in relationship to this specific SLO.	The number one factor that contributed to a 94% successful completion regarding this SLO was maintaining a very high retention rate of 94% up from 1% from last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback.
				The majority of students did well on these assessments. The students who did not do well did not submit one or two of the four writing assignments in this course.	I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Design and maintain a weekly activity log.	31/34 or 91% of the students completed the aggregation of these assignments (Discussion Board/Weekly Activity Logs) postings with a "C" or greater demonstrating satisfactory completion of this SLO. 3/34 or 9% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	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.	The number one factor that contributed to a 91% successful completion regarding this SLO was maintaining a very high retention rate of 94% up from 1% from last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback. I made a more concerted effort early on in the course to communicate directly with students in the first two weeks to ensure that they were completing their Weekly Activity Logs worth 50 points each that constitutes a large component of their overall grade. The immediate and direct feedback assisted those students who were unclear or confused right from the get go.
				The majority of students did well on their weekly activity logs. The five students who did not do well on their logs either did not submit the required logs or submitted the logs after the due dates.	I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.
		SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	30/34 or 88% of the students completed the aggregation of these assignments (Discussion Board and Weekly Quizzes) postings with a "C" or greater demonstrating satisfactory completion of this SLO. 4/34 or 12% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	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.	No changes were made. The data for the assessment of this SLO was negatively skewed as it was last semester; indicating excellent overall student achievement. Last semester I had a 90% successful completion rate and this semester I had an 88%. I am always striving for 100% and feel strongly that I give each and every student ample opportunities to be successful.
				Quizzes- 96% of the students passed with a C grade or better Discussions- 79% of the students passed with a C grade or better Final Grades- 83% of the students passed with a C grade or better The majority of students did well in this course. The students who did not do well in this course either did not submit their	I will continue to remind students to submit their assignments (including discussion posts) by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				required assignments by the due dates and/or submitted incomplete discussion posts/assignments.	I will continue to remind students to submit their assignments (including discussion posts) by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.
	PEAC 4	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	100% of students completed the course. Of those who completed the course, 100% successfully met this SLO.	The new wellness center is good the students	improved 12%
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	100% of students completed the course and met this SLO.	Having this New wellness center is the major reason	Last semester on 87.5% students met the SLO
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition	All the students are improved at least 1% on the body fat measurement	New lab	Last semester, 90% lost weight and decrease at least 1% of body fat
	PELC 1	SLO #1	Identify a philosophy as a framework for the student's involvement in sport.	35/43 or 81% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 8/43 or 19% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the diverse needs of my students moving forward for future courses that I will teach.	The assessment rubric was exactly the same. This term student achievement improved 7% from last term when measuring the passing and demonstration of this SLO. One important observation to note is that I had 70 students last time I taught this course compared to 43 this term; so the increase in achievement was to be expected as I was able to interact and provide congruent feedback much more readily with 43 students rather than 70 last term.
		SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological	39/43 or 91% of the students successfully completed these assignments with a "C" or higher. 4/43 students or 9% failed to complete	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best	Student achievement increased 10% from last term when measuring the passing and demonstration of this SLO through the various assessment

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	PHIL 1	SLO #1	Communication (personal expression and information acquisition OUTCOME: The ability communicate knowledge of the primary ideas within a selection of the major philosophic theories and issues.	practiced in class to achieve core competencies were also demonstrated. (56.53%) Earned substandard grades of 69% or below [0%-59% (13), 60%-69% (0)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Creative, Critical, and Analytical Thinking OUTCOME: Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims	preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
		SLO #3	Discipline/Subject Area Specific Content Material OUTCOME: Cultivate knowledge, respect, and tolerance of philosophical and religious perspectives dissimilar from one's own.	Enrolment: 23 Raw Data: 50, 47, 47, 45, 43, 35, 35, 35, 35, 35, 25, 25, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0 (43.47%) Passed with 70% or Better [70%-79% (5); 80%-89% (1); 90%-100% (4)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the quiz, students were required to recognize the logical contradiction that is entailed with the position of cultural and moral relativism and that such a logical contradiction is endemic to maintaining that ethical position. High student participation and active learning practiced in class to achieve core competencies were also demonstrated. (56.53%) Earned substandard grades of 69% or below [0%-59% (13), 60%-69% (0)] Substandard grade rate is attributed to	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Discipline/Subject Area Specific Content Material OUTCOME: Cultivate knowledge, respect, and tolerance of philosophical and religious perspectives dissimilar from one's own.	low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
		SLO #4	Discipline/Subject Area Specific Content Material OUTCOME: Demonstrate knowledge of the	Enrolment: 23 Raw Data: 50, 47, 47, 45, 43, 35, 35, 35, 35, 25, 25, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0 (43.47%) Passed with 70% or Better [70%-79% (5); 80%-89% (1); 90%-100% (4)]	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #4	primary ideas and persons associated with the world's major philosophical theories.	<p>Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the quiz, students were required to recognize the logical contradiction that is entailed with the position of cultural and moral relativism and that such a logical contradiction is endemic to maintaining that ethical position. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(56.53%) Earned substandard grades of 69% or below [0%-59% (13), 60%-69% (0)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #4	Discipline/Subject Area Specific Content Material OUTCOME: Demonstrate knowledge of the primary ideas and persons associated with the world's major philosophical theories.	and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	PHIL 4	SLO #1	The ability communicate knowledge of major ethical theories, including Deontology, Utilitarianism, and Virtue Ethics.	Enrolment: 37 Raw Data: 25, 25, 25, 23, 23, 22, 22, 20, 20, 20, 20, 18, 17, 17, 17, 17, 17, 17, 16, 16, 15, 15, 15, 14, 12, 12, 10, 0, 0, 0, 0, 0, 0, 0, 0, 0 22.5, 20, 17.5, 15, 12.5 (32.43%) Passed with 70% or Better [70%-79% (5); 80%-89% (2); 90%-100% (5)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the soul definer of right and wrong. In order to pass the quiz, students were required to recognize the logical contradiction that is entailed with the position of cultural and moral relativism and that such a logical contradiction is endemic to maintaining that ethical position. High student participation and active learning practiced in class to achieve core competencies were also demonstrated. (67.57%) Earned substandard grades of 69% or below [0%-59% (17), 60%-69% (8)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	PHIL 4	SLO #1	The ability communicate knowledge of major ethical theories, including Deontology, Utilitarianism, and Virtue Ethics.	not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
		SLO #2	Identify and analyze competing ethical theories by comparing and contrasting their primary similarities and their most significant differences.	Enrolment: 37 Raw Data: 25, 25, 25, 23, 23, 22, 22, 20, 20, 20, 20, 18, 17, 17, 17, 17, 17, 16, 16, 15, 15, 15, 14, 12, 12, 10, 0, 0, 0, 0, 0, 0, 0, 0, 0 22.5, 20, 17.5, 15, 12.5 (32.43%) Passed with 70% or Better [70%-79% (5); 80%-89% (2); 90%-100% (5)]	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Identify and analyze competing ethical theories by comparing and contrasting their primary similarities and their most significant differences.	<p data-bbox="756 73 1239 609">Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the soul definer of right and wrong. In order to pass the quiz, students were required to recognize the logical contradiction that is entailed with the position of cultural and moral relativism and that such a logical contradiction is endemic to maintaining that ethical position. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p data-bbox="756 609 1239 1575">(67.57%) Earned substandard grades of 69% or below [0%-59% (17), 60%-69% (8)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Identify and analyze competing ethical theories by comparing and contrasting their primary similarities and their most significant differences.	and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
		SLO #3	Practically apply knowledge of major ethical theories to moral problems.	<p>Enrolment: 37 Raw Data: 25, 25, 25, 23, 23, 22, 22, 20, 20, 20, 20, 18, 17, 17, 17, 17, 17, 16, 16, 15, 15, 15, 14, 12, 12, 10, 0, 0, 0, 0, 0, 0, 0, 0, 0</p> <p>22.5, 20, 17.5, 15, 12.5 (32.43%) Passed with 70% or Better [70%-79% (5); 80%-89% (2); 90%-100% (5)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the soul definer of right and wrong. In order to pass the quiz, students were required to recognize the logical contradiction that is entailed with the position of cultural and moral relativism and that such a logical contradiction is endemic to maintaining that ethical position. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(67.57%) Earned substandard grades of 69% or below [0%-59% (17), 60%-69% (8)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Practically apply knowledge of major ethical theories to moral problems.	not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. If students simply relied on personal or cultural notions of right and wrong, rather than the rational necessity of analyzing the inherent flaw in the cultural/moral relativist position, then answers appealed to emotively subjective and cultural notions of right and wrong, rather than applying the philosophic method of logic and sound reasoning to the issue. Such responses demonstrate a lack of understanding of the core issues of ethics and the philosophic practice of applying deductive reasoning to the issue rather than appealing to the students' preconceived notions of the subject. Usually, such issues stem from students looking to treat philosophic ethics in the same manner that psychology, sociology, and anthropology treat the subject of morals, rather than by utilizing the logical and analytic tools provided and required by Philosophy as a discipline. This often causes new students to the philosophic discipline of Ethics to confuse the idea of observing what people do, as opposed to the prescriptive issue of what people ought to do. The former is an a posteriori issue of data collection of what some people do in a given socio-cultural set; the later is an a priori issue of prescribing what would be the best thing for all people to practice regardless of individual or socio-cultural preference or impetus.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	PHIL 5	SLO #1 (1)	Communication/Qualitative	I had an 80% pass ratio.	NA	NA
		SLO #1(A)	The student is to be exposed to the variety of religious expression as seen in the kaleidoscope of religious faiths evident in the world	Test #1 was done as a sample test and was not counted. For test #2, the average for 22 students was 65.3% For test #3, the average for 19 students was 75.3% For test #4, the average for 19 students	I feel that things went well this semester and I would continue the except that I will no longer be teaching this course except perhaps online since I will be moving away next month.	There have been no real changes but we only viewed video relative to the subject matter at the end as time allowed.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #1(A)	today. The student is to be sensitized through understanding these religious traditions, thus becoming more accepting or people from various cultures.	<p>was 65.2%</p> <p>For test #5, the average for 19 students was 71.3%</p> <p>For test #6, the average for 19 students was 70.2%</p> <p>For the mid-term exam, the average for 19 students was 71.3%</p> <p>For the final exam, the average for 18 students was 92.6%</p> <p>For the thought paper, the average for 17 students was 89.8%. I do try to grade easily on the thought paper, yet two students didn't bother.</p> <p>Some of the early tests had a couple of fill-in blanks. The score were predictably lower for those tests, but I have been using this method to try to get the students to study seriously and do much better on later tests which were exclusively multiple choice.</p>	I feel that things went well this semester and I would continue the except that I will no longer be teaching this course except perhaps online since I will be moving away next month.	There have been no real changes but we only viewed video relative to the subject matter at the end as time allowed.
		SLO #2 (1)	Essay Exams	I had an 80% pass ratio.	NA	NA
		SLO #2 (A)	The student is to recognize and examine the blind spots and preconceptions of the author of our textbook.	<p>Test #1 was done as a sample test and was not counted.</p> <p>For test #2, the average for 22 students was 65.3%</p> <p>For test #3, the average for 19 students was 75.3%</p> <p>For test #4, the average for 19 students was 65.2%</p> <p>For test #5, the average for 19 students was 71.3%</p> <p>For test #6, the average for 19 students was 70.2%</p> <p>For the mid-term exam, the average for 19 students was 71.3%</p> <p>For the final exam, the average for 18 students was 92.6%</p> <p>For the thought paper, the average for 17 students was 89.8%. I do try to grade easily on the thought paper, yet two students didn't bother.</p> <p>Some of the early tests had a couple of fill-in blanks. The score were predictably lower for those tests, but I have been using this method to try to get the</p>	I feel that things this semester.	None.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (A)	The student is to recognize and examine the blind spots and preconceptions of the author of our textbook.	students to study seriously and do much better on later tests which were exclusively multiple choice.	I feel that things this semester.	None.
		SLO #3 (A)	The student is to develop a knowledge of the various terms used in the field of religious studies as well as deepen an understanding of the cultural and historical elements that have helped to form today's religious world.	I did select a subject for Thought Papers that encouraged free expression of personal thoughts.	If I were to continue here, I would continue to emphasize all the more the importance of tolerance of other people's world-view.	There were none. I sensed very little trouble with students speaking in a derogatory fashion of other forms of religion.
	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.	100% of the students completed the course. The final grades for the students in this course were 10, A's,1,C and 1,D. 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.	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.	Students have been encouraged to review the lectures for each lesson prior the exam.
				91% of the students completed the course. The final grades for the students in this course were 9, A's,1,C and 1,FW. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video	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.	Students have been encouraged to review the lectures for each lesson prior the exam.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				summaries, and their completion of multiple-choice 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.	Students have been encouraged to review the lectures for each lesson prior the exam.
		SLO #1 (Parent)	Evaluate the meaning of Bible passages using the most valued methods of interpretation (hermeneutics).	For the 7 page research paper worth 30% of the grade, 21 of the 23 students completed this assignment and the average for these was 22.6/30.	Since I will be moving away, and may only possibly teach this course online if it is offered to me, I believe that in the future, I should have the students give me 4 pages of their own thinking and analysis and then three pages from other sources with a conclusion to follow.	I chose a less complicate Bible passage for the students to analyze and stressed repeatedly that I wanted them to carefully study the passage and its context to determine its true meaning. Regrettably, even with this emphasis, I find that quite a few just drew from other sources and repeated their thinking.
		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.	100% of the students completed the course. The final grades for the students in this course were 10, A's, 1,C , and 1,D. 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.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.
				91% of the students completed the course. The final grades for the students in this course were 9, A's, 1,C , and 1,FW. 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	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.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				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.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.
		SLO #2 (Parent)	Learn to take into consideration the pre-suppositions people bring with them in their attempts to inperpret the Bible.	The students underwent 5 tests, two chapters of the text book each and a final exam on the last three chapters. The five tests mad up 50% of the grade and the average score for the 22 students who completed these was 37/50. The final exam was worth 20% and the average for the 22 students who took it was 17.7/20.	This has been a really fine group of students to work with. Only a few did not apply themselves to the course very much.	None.
		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.	100% of the students completed the course. The final grades for the students in this course were 10, A's,1,C, and 1,D. 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.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.
				91% of the students completed the course. The final grades for the students	My plan is to continue the reminders of the importance of the	Students have been encouraged to view the documentary videos and comment

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				in this course were 9, A's,1,C, and 1, FW. 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.	video summaries and to reflect on the new learning being achieved.	through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.
	PHOT 1C	SLO #1	Student will be able to demonstrate practical image capture and editing skills in digital photography.	Fall 2015 students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.	None
		SLO #2	Using digital cameras, student will be able to produce level appropriate photographic images that demonstrate knowledge of design elements (light, color, and composition).	Fall 2015- Photographic projects - 98% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 2% stopped coming to class or failed to submit the assignments.	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.	None
		SLO #3	Control a digital camera in the different program settings (shutter pretty, aperture priority and manual mode).	Fall 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning.	None	None
	PHOT 2A	SLO #1 (Lytle)	Defines digital photography terminology and identifies advanced level image editing software features and their proper use	Fall 2015 students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.	None
		SLO #2 (Lytle)	Creates photo-based artwork that	Creates photo-based artwork that demonstrates proficiency in the advanced	The Photographic projects were a great way to see how much the	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (Lytle)	demonstrates proficiency in the advanced level digital photography techniques covered in course materials.	level digital photography techniques covered in course materials.	students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.	None
		SLO #3 (Lytle)	Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style	Fall 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..	I think this course went very smoothly and the students applied themselves in this course reaped the benefit and you are able to tell by their final photo book. The only thing that I would like to emphasize to the students is how important the final is to their overall grade.	None
	PHOT 2B	SLO #1 (Lytle)	Identify various studio lighting equipment together with their specific use and purpose	Fall 2015- Students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students	None
		SLO #2	Using digital cameras, student will be able to produce level appropriate photographic images that demonstrate knowledge of design elements (light, color, and composition).	Fall 2015- Photographic projects - 100% were successful completing this with a "B" or better	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.	None
		SLO #3	Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.	Spring 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..	I think this course went very smoothly and the students applied themselves in this course reaped the benefit and you are able to tell by their final photo book. The only thing that I would like to emphasize to the students is how important the final is to their overall grade.	None
	PHOT 2C	SLO #1 (Lytle)	Defines digital	Fall 2015 students turned in photographs	The photographs and discussions	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	PHOT 2C	SLO #1 (Lytle)	photography terminology and identifies intermediate level image editing software features and their proper use.	and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.	None
		SLO #2 (Lytle)	Creates photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials.	Fall 2015- Photographic projects - 98% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 2% stopped coming to class or failed to submit the assignments.	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.	None
		SLO #3 (Lytle)	Set the cameras white balance for different conduction of indoor and outdoor photography.	Fall 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..	None	None
	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.	SLO #1 was 65% based upon the results of the Final Exam. There was a slight increase in student achievement with respect to this SLO over the previous semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, every effort will be made to identify a Student Tutor who will be recommended to Tutorial Services in order to assist students with the class. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course.	Individual questions on the exam where less than 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added to the course.
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 65% based upon the results of the Final Exam. There was a slight increase in overall student achievement with respect to this SLO over the previous semester.	I Individual questions on the exam where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, every	Individual questions on the exam where less than 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 65% based upon the results of the Final Exam. There was a slight increase in overall student achievement with respect to this SLO over the previous semester.	effort will be made to identify a Student Tutor who will be recommended to Tutorial Services in order to assist students with the class. Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, every effort will be made to identify a Student Tutor who will be recommended to Tutorial Services in order to assist students with the class. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course.	were substituted. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added to the course.
		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.	SLO #3 was 85% based on one Research Project. These results were a slight increase from the previous semester, and, overall, the average score on the Research Project is still indicating above average student achievement.	Students will be required to use at least three resources from our on-campus Academic Library, in addition to Internet Resources, in order to gain more experience in locating and using Library materials. Examples of Project Visual Aids from students in prior classes will also be shown to current students so that they can have a better idea of how to successfully complete this aspect of the Research Project. The Grading Rubric was very successful and will continue to be utilized in future semesters for the course.	Groups were required to present a weekly oral update on their progress with this project to the instructor. Outlines for the Oral Presentation portion of the Research Project were submitted from all groups. A Grading Rubric, created from the assignment Checklist, was implemented for the Research Project. The Grading Rubric was popular with the students as it gave them a clearer idea of the grading criteria, and also allowed the Research Project to be graded and returned to students in a more timely fashion.
	POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	11/32 = A; 5/32 = B; 7/32 = C; 2/32 = D; 2/32 = F; 5/32 = No Submission Students were fairly successful in understanding the nature of government, and how the different levels worked together to create political action.	1) Need to emphasize focus on issues of small government to online students. Live classes have many papers focusing on local issues (street lights, park areas) as well as the larger, national issues. Local issues seem to interest students more (and make better papers). 2) Too many non- or late	Included richer instructions for students to complete paper, including a more specific grade breakdown to ensure students included all parts of the paper, focused on main reasoning behind paper, and had good style/grammar. (Looked to other professors and syllabi for assistance here).

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	11/32 = A; 5/32 = B; 7/32 = C; 2/32 = D; 2/32 = F; 5/32 = No Submission Students were fairly successful in understanding the nature of government, and how the different levels worked together to create political action.	submissions. Since this paper is ~ 1/3 of the class, online students must understand the importance of writing, and doing so early. In future, will likely include assignments that are due early (outline, annotated bibliography, etc.) to ensure more participation.	Included richer instructions for students to complete paper, including a more specific grade breakdown to ensure students included all parts of the paper, focused on main reasoning behind paper, and had good style/grammar. (Looked to other professors and syllabi for assistance here).
				15/22= A; 1/22 = B; 1/22 = C; 1/22 = D; 4/22 = No Submission Students demonstrated a strong understanding of how political issues are resolved via the various levels of government.	Many of the papers focused on local issues, which seemed to improve the papers. To ensure that students are working on it throughout the semester, plan in either Spring 2016 or (at latest) Fall 2016 to include different assignments along the way to keep them on track (i.e., annotated bibliography, outline, etc.). Will seek various ways to increase academic rigor.	No major changes since first 9-week course of Fall 2015 semester. Have continued to use a rubric to improve specific requirements for students.
				2/7 = A; 1/7 = B; 1/7 = C; 3 no submissions (2 WF from class)	Fairly happy with results (smaller groups always a bigger question). Will want to continue the stress the importance of small government. May change points around to make sure students provide a more specific policy that demonstrates understanding of the importance of institutional relationships in government.	Included richer instructions for students to complete paper, including a more specific grade breakdown to ensure students included all parts of the paper, focused on main reasoning behind paper, and had good style/grammar. (Looked to other professors and syllabi for assistance here).
				The majority of the students were able to identify two interest groups with opposing viewpoints on controversial issues , such as abortion, gun control , and gay marriage and derive at a position based on facts and not just opinions. A small portion (about 10 percent) of the student had problems in citing their interest group sources either in a MLA or APA format. Once again documentation is the weak link in the persuasive paper.	Will reinforce /incorporate the various internet sites that depict MLA and APA sites	None
		SLO #1 (Marietta)	Define political culture and describe	Midterm Exam – 80% passed; 20% failed; Final Exam – 84% passed; 16% failed;	Students are doing well on the exams – continue to encourage	Allowed open book and open notes on proctored exams; provided review/hints

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #1 (Marietta)	the unique combination of political values that form the American political culture.	overall retention 100%	students to study the review	for both exams; sent messages to students who missed exams
				Midterm Exam – 85% passed; 15% failed; Final Exam – 84% passed; 16% failed; overall retention 85%	Students are doing well on the exams – continue to encourage students to study the review	Allowed open book and open notes on proctored exams; provided review/hints for both exams; sent messages to students who missed exams
		SLO #2	Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.	14/22 = A; 4/22 = B; 1/22 = C; 1/22 = D; 2/22 = No Essay (1 Excused) Students overall had a good understanding of James Madison.	Students, when guided through, can have a good understanding of the thoughts of political thinkers. None at this time, beyond attempting to increase academic rigor. During the final exam, there are questions on other political theorists; may wish to sue that question for measuring SLO strength as well.	No major changes from last change (which was substantial to create a more measurable way to demonstrate student meeting target SLO).
				23/32 = A; 3/32 = B; 1/32 = C; 5/32 = No Submission Students overall read and understood the message of the political authors.	Students seemed to have a good understanding of Federalist # 10 (likely James Madison) and a good understanding of Letter # 13. These are very important documents in American history and understanding of the U.S. Constitution, and am glad they had an understanding of it. For the first time, was more open to see what they understood; in the future may stress that the students identify the differences between the authors, in particular their views of maintaining liberty.	Assignment was not even part of last online class. Have added readings of two political philosophy papers essential in American history: Federalist Paper # 10 and Letter from a Federal Farmer # 13. This allowed the students to interact with complex thought of political thinkers in a way they had not before in my online course.
				4/7 = A; 1/7 = D; 2/7 = F Students overall had a moderate understanding of James Madison.	As with last Spring, this demonstrates that having a separate, open book (copy of Federalist Paper) was a better way to demonstrate student understanding of a political thinker (in particular, James Madison). Still wish to increase academic rigor.	No major changes from last change (which was substantial). Results were not great, with one student admitting was not prepared. Would like to see more interaction with the material.
				The majority of the students were able to identify key political concepts, such as the	None, continue to use the 3 c model to assess the critical	none

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				Constitution,, the first ten amendments to the U.S. Constitution , difference between civil liberties and civil rights.	thinking skills of the student body as they assess the concepts and processes of our political structure.	none
		SLO #2 (Marietta)	Differentiate between the roles of the 3 branches of the American government	92% of students passed the quizzes and 94% of students passed the discussions	Allowing late posts and discussions for partial credit enhances retention	Late quizzes and discussion posts allowed thru the end of the course
		SLO #3	Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order.	98% of students passed the quizzes and 100% of students passed the discussions 16/22 = A; 3/22 = B; 3/22 = No Submission Students demonstrated an understanding in the importance of media. In particular, they understood how media plays a large role in the lives of citizens in a democracy (including more modern technologies such as social media).	Allowing late posts and discussions for partial credit enhances retention Students were able to demonstrate an understanding of media in government. They really thought about how media is changing our lives in regards to media. Still need to create a clearer rubric to increase academic rigor.	Late quizzes and discussion posts allowed thru the end of the course No major changes made as of yet beyond increase explanation and classroom guidance.
				17/32 = A; 6/32 = B; 5/32 = C; 1/32 = F; 3/32 = No Submission Students demonstrated an understanding in the importance of media. In particular, they understood how media plays a large role in the lives of citizens in a democracy (including more modern technologies such as social media).	Am very happy that I have made the change mentioned above.	Before, was only based on student's participation in the discussion boards. Now, have question requiring the students to think through the issue in greater depth regarding the issue.
				Successful: 5/7 (2 no submissions) Students demonstrated an understanding in the importance of media. In particular, they understood how media plays a large role in the lives of citizens in a democracy (including more modern technologies such as social media).	To increase academic rigor, will need to provide clearer requirements (type of rubric) as well as requiring them to include evidence (real world examples) in their papers.	No major changes from first part of spring semester.
				The majority of the students were able to identify the three basic points regarding public opinion and representative democracy. Students also addressed how heredity, gender, family, religious and ethnic traditions occupational experiences and higher education influence their political viewpoint in the final assessment. . Additionally, students were able to articulate the importance of the media in shaping public opinion.	I will continue to challenge students to explore their opinions on controversial political issues and generate course discussion and debate.	None

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Marietta)	Analyze major political issues in the American political system	100% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late	Accepted late essays for partial credit and reminded students via Moodle messages and emails
				96% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late	Accepted late essays for partial credit and reminded students via Moodle messages and emails
	PSYC 1	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology.	Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to "real life" situations posed in the file (e.g. vignettes). Grading reflects the cumulative knowledge gained and application of concepts learned in the course. 39 students completed the final exam. 35 scored 60% or higher on the exam. Four scored below 60% (considered a failing grade).	Data indicates that students who completed the final exam understood and can practically apply the concepts of the course. Of the 44 students who were enrolled at the end of the term, 39 completed the final exam. 35 completed with a grade of 60% or above and demonstrated their understanding of the concepts. Of the 7 who did not complete the final exam, one dropped the course and the other six stopped attending. Of the six who scored lower than 60% on the final exam, three passed the course, indicating that there was some other reason for the low exam score than failure to understand the concepts.	Improved retention rate
				The Final requires students to use at least six different areas or fields of psychology and apply the information to a life topic. This requires integration, application, and knowledge of the key concepts and principles of psychology. All but one of the students who submitted finals passed. The one who did not, submitted it very late, and knew that the requirements were not met. The student had been ill and indicated that the submission was for purpose of feedback rather than expectation of passing.	Reminding students about expectations, and commenting on ways of approaching finals increases grades. This semester has the highest scores, and the most number of As.	There were not many changes this semester. Like last semester the Instructor posted frequently about the Final and its difference from the last test. She posted in the grade book section that she had not received a final. She also sent private e mails to those active students who had not submitted finals. That yielded several finals even after the due date. This semester she did more posts about what is required, and expectations.
				A few commented that they had not expected to learn as much as they did and/or that they were amazed when they began the final how much they did know. That is part of the purpose of the	It is necessary to post in the grade-book section when finals are not received. One student thought their final had been submitted another, even with the multiple postings about the difference between the proctored test and the final, did not realize it until she saw it in the grade-book. It was only with the grade book posting and a private e mail that the student who did not pass even	

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				assignment.	<p>tried.</p> <p>While most (75%) of those that were active students submitted their finals, that 25% did not this semester is a concern. This is the highest number that has not. A student was able to pass even without a final. The lack of final significantly lowered the grade but allowed passing. The syllabus has been changed to state that a student will not pass without a final. That should increase the number of students who submit finals.</p>	<p>There were not many changes this semester. Like last semester the Instructor posted frequently about the Final and its difference from the last test. She posted in the grade book section that she had not received a final. She also sent private e mails to those active students who had not submitted finals. That yielded several finals even after the due date. This semester she did more posts about what is required, and expectations.</p>
				<p>Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 74%. The seven students that earned a D missed multiple study guides and had low test scores. The three students that earned an F missed the final presentation, multiple study guides worth 10 points each and had low exam scores.</p>	<p>Student success was 74%. No immediate changes are planned.</p>	<p>The previous success rate was 85%. No changes were planned. However, more handouts were added to instruction to increase student understanding of the material as well as affording students the opportunity to earn points in a formative assessment manner.</p>
				<p>Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 88%. The student that earned a D missed multiple study guides and had low test scores. The two students that earned an F missed the final presentation, the final exam, multiple study guides worth 10 points each and had low exam scores.</p>	<p>Student success was 88%. No immediate changes are planned.</p>	<p>The previous success rate was 85%. No changes were planned. However, more handouts were added to instruction to increase student understanding of the material as well as affording students the opportunity to earn points in a formative assessment manner.</p>
				<p>Twenty four of 38 original students, 30 who completed the course, submitted finals. The final required students to write about the requirement of SLO1.</p>	<p>It is necessary to posts in the grade-book section when finals are not received. Two students thought they had submitted theirs, another , even with the multiple postings about the difference between the proctored test and the final, did not realize it until she saw it in the grade-book.</p>	<p>The instructor posted several times about the Final. She urged students to ask questions, and reminded them to submit it. She differentiated between it and the last proctored test. She posted in the grade book section that she had not received a final. That yielded several finals even after the due date. Those that were active students submitted their finals.</p>
		SLO #1	Two take home	Of the 26 students in the class, all 26 took	If I were to teach a high school	None, this was my first time in a hybrid

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		(Addison)	midterms	midterm 1 and 2 and scored well on them.	class again I have already requested that the textbook be changed as it is quiet challenging for high schoolers.	class as well as the first time teaching high school children
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.	Each discussion board many of the active members posted to another peer. Several boards evoked dialogues and ongoing comments which reflected analyses of concepts and material. So not only do the questions require critical thinking and evaluation, the "in class" discussion through the boards reflected ongoing analyses and application.	Don't joke in the last two weeks of class. Continue to directly comment to students and their posts through Moodle. Also continue to support student contributions, as well as remind them about completion of discussion boards. For several students, e mail was also an effective way to comment on their more personal or private posts. While that has been an on-going practice, I was amazed at how many wrote back this semester that they had never gotten a response from an instructor before. Not only did they seem to appreciate it, their performance seemed to improve. Will continue.	Moodle enhances response to specific students' comments. It increases direct interaction between students, as well as between the student and the instructor. Students consistently report they enjoy class interaction and discussion. However, this semester toward the end, the instructor made a light hearted reply –complete with smiley - to one of the mature students. While that student was fine, and appreciated the comment, another much younger, got concerned
				Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through their discussions and responses to other students. Grading reflects the sum of their participation and demonstrated understanding in this area. Course attendance is counted via these discussions.	Data indicates that students who completed the course understood and can practically apply the concepts of the course. Of the 44 students who were enrolled at the end of the term, 41 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 4 who did not, most failed to complete the discussions altogether, and stopped attending in the middle or near the end of the course (one student withdrew).	Improved retention rate and passing rate
				Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 74%. The seven students that earned a D missed multiple study guides and had low test scores. The three	All students that achieved success, 74%, completed their study guides. No changes are planned for the immediate future.	The previous success rate was 85%. No changes were planned. However, more handouts were added to instruction to increase student understanding of the material as well as affording students the opportunity to earn points in a

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				students that earned an F missed the final presentation, multiple study guides worth 10 points each and had low exam scores.	All students that achieved success, 74%, completed their study guides. No changes are planned for the immediate future.	formative assessment manner.
				Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 88%. The student that earned a D missed multiple study guides and had low test scores. The two students that earned an F missed the final presentation, the final exam, multiple study guides worth 10 points each and had low exam scores.	Students did very well on their skit presentations as well as their study guides. All students that achieved success, 88%, completed their study guides. No changes are planned for the immediate future.	The previous success rate was 85%. No changes were planned. However, more handouts were added to instruction to increase student understanding of the material as well as affording students the opportunity to earn points in a formative assessment manner.
				This class was very supportive of their peers in that almost all class members made at least one comment to another peer about their appreciation of a post. Each discussion board at least a third of the active members posted to another peer. Several boards evoked dialogues and ongoing comments. In that, there were analyses of concepts and material. So not only do the questions require critical thinking and evaluation, the "in class" discussion through the boards reflected ongoing analyses.	Continuing to directly comment to students and their posts through Moodle. Also continue to support student contributions, as well as reminding them about completion of discussion boards.	Moodle enhances response to specific students' comments. It increases direct interaction between students, as well as between the student and the instructor. Students consistently report they enjoy class interaction and discussion.
		SLO #2 (Addison)	Assigning weekly homework.	Of the 26 students in the class only 1 or 2 were inconsistent in turning in their weekly homework on Moodle.	None for this portion I think turning in homework in an timed manner is important for students to learn responsibility	None , this was my first time in a hybrid class as well as the first time teaching high school children
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	For the most part student writing did improve during the course of the semester.	It would really be helpful if there were a way to correct grammar on the discussion boards without embarrassing the student- that is without doing it publically. Perhaps the new system will have that. Or perhaps there can be a way to send a Moodle response privately. A couple of students did respond to the corrections on their papers. But it's questionable if all read them.	While it is not appropriate to correct student writing on the discussion board, the instructor did send private e mails to students whose grammar and writing demonstrated a significant need for more study. She also makes grammar corrections on the term paper and the Final. She returns the corrected papers.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				For the most part student writing did improve during the course of the semester.	Student's writing ability does improve through the semester. The same protocol will continue	While it is not appropriate to correct student writing on the discussion board, the instructor did send private e mails to students whose grammar and writing demonstrated a need for more study. She strongly suggested a composition course, and other remedial options. She also makes grammar corrections on the term paper and the Final. She returns the corrected papers.
				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 students observing then had to decide which disorder and therapy was presented. All the students that presented achieved success on this assignment. Three students did not participate in the group presentation and were the only students that earned an F in the course.	Success rate was 74%. No changes planned for next semester.	The previous success rate was 85%. No changes were planned.
				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 students observing then had to decide which disorder and therapy was presented. All the students that presented achieved success on this assignment. Two students did not participate in the group presentation and were the only students that earned an F in the course.	Success rate was 88%. No changes planned for next semester.	The previous success rate was 85%. No changes were planned.
				Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts. They were expected to back-up their positions with current research. 40 students completed the course, and 39 students completed discussions with 60% or better, indicating they were backing up their positions with references and/or current research in the APA style as outlined. Discussions were well-thought-out, coherent, and grammatically correct. Those who did	Data indicates that students who completed the course are able to cite references in APA style, communicate appropriately in writing, and articulate their position in writing with authoritative back-up. Of the 44 students who were enrolled at the end of the term, 39 participated in the discussions as outlined, generally including references, citing appropriately, providing substantive postings, and using	Retention rate increased

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				not score above 60% on the discussions generally failed to reference their work or failed to complete one or more discussions. Those who failed the course completed only minimal numbers of discussions and did not complete them as outlined (citing references, responding to other students, substantive discussion (defined specifically in the syllabus) or major grammatical errors.	correct grammar/punctuation. Of the 5 who did not, four failed to complete the discussions altogether, and stopped attending in the middle or near the end of the course (one student withdrew). Developing an action plan is difficult, as over 15 years of teaching this course, I have added an APA "example" page, a "common writing mistakes college students make" page, and clearly outlined in the syllabus what counts as a "substantive" posting, to ensure that the expectation to communicate appropriately in writing at a college level is clear: not only as to the expectation itself, but as to how to carry out the expectation. I have also added to the syllabus a rubric for grading written discussions and a detailed outline of additional discussion expectations. I will continue to review these for currency in the next course.	Retention rate increased
		SLO #3 (Addison)	Attendance and discussions in class	All 26 students attended weekly and most participated in discussions.	None. I think it's important for students to attend class to learn the subject and participate in discussions to understand the material.	None, this was my first time teaching this class
	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	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.	Data indicates that students have understood and can practically apply the concepts of the course. Of the 41 students who were enrolled at the end of the term, 36 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, two failed to complete the discussions after the first week or two, and one was sporadic in completing the	Final exam questions revisited to ensure the exam was not too difficult

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	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.	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.	Final exam questions revisited to ensure the exam was not too difficult
		SLO #2	Critically analyze research methods and their appropriateness to the research question.	Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to "real life" situations posed in the file (e.g. vignettes). Grading reflects the cumulative knowledge gained and application of concepts learned in the course. 39 students completed the final exam. 35 scored 60% or higher on the exam. Four scored below 60% (considered a failing grade).	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 80% 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. 32 students passed the final exam with 60% or above. 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.	Final exam revised to ensure questions were not too difficult
	PSYC 14	SLO #1	Demonstrate an understanding of the concepts of use, abuse, and addiction.	Data collected using these modalities show that students with C or better have a qualified grasp on the information taught to them. This was one assignment this term that the at least 99% of the students engaged in at least 99% of the time. This class	No changes planned with discussion at this point. I will not be changing such a successful interaction of students engaging in meaningful dialog on	No changes were made to method of discussion boards. No changes have been made to this assignment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				very much enjoyed interacting with each other on our topics. They had very interesting and valuable conversations with each other on our discussion board.	our lesson topics.	No changes have been made to this assignment.
		SLO #2	Demonstrate an understanding of the disease concept of addiction.	Of the 43 final exams completed, all 43 passed the course with a C or better, only one had a D.	I plan to take some the essay questions and plug them into other lessons at the appropriate places and give extra credit for them.	This term for the final I didn't put in the essay questions for the final. The main reason was because we have experienced some problems in testing through moodle scoring process. This helped make the process more understandable for the students and much easier for the webmaster team to plug in the scoring.
				The students that follow through with this part of the assignments overwhelming tell me that this experience enriched their understanding of the "disease of addictions". Hearing first hand from addicts themselves gives them a connection with this serious issue. It also shows them a place that they can send people they may encounter in life who need help and recovery from alcohol & drug abuse.	I do not believe there will be any changes in this assignment. The student like it and learn a lot from it.	No real changes have been made to this assignment, however in the event a student is unable to find or attend these meetings they are allowed to go to an "online meeting". And to look up the literature and workings of these 12 step programs in lieu of attending a meeting. They can also interview a recovering person for more information.
	PSYC 15	SLO #1	Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations.	The average score was 86% per assignment indicating a good level of understanding.	Follow up with the EAP office on students for whom the early alert form was used and yet who continue in the class with little improvement.	For reasons unknown this class seemed to be of lesser scholastic ability than previous classes. With limited availability of data regarding on-line students it is difficult to judge the underlying cause.
				The average score was 88% per assignment indicating a good level of understanding.	Continue to follow up with the EAP office on students for whom the early alert form was used and yet who continue in the class.	This was a 2% increase over the last class.
		SLO #2	Evaluate the guidance and counseling processes that occur in helping relationships.	The average score was 78.75%, which indicates fairly good participation and level of understanding. Despite scoring guidance in the syllabus, on the class board, and postings on the Instructor's Board however, some students still failed to grasp the concept of a 'discussion'.	If there is no significant improvement to the initial contact with any student who is not making full and appropriate use of the discussion board, an early alert will be submitted.	Poor performance was addressed immediately with individual students.
				The average score was 82.2% which	I think the level of response in this	This was a 3.45% improvement over the

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				indicates good participation and level of understanding.	term is good when compared with previous years.	last class.
		SLO #3 (3)	Have a basic understanding of the skills needed to be an effective counselor/helper.	The average score for the quizzes was 80.83%, a 2.83% increase over the last term. The average score for the mid-term was 76.9%, compared to 76.6% for last term. Both scores indicate a good level of understanding of the material. The average score for the final exam was 73.5% compared to 73% from the last class.	Student feedback on the weekly quiz material has led to some changes in questions that appeared ambiguous.	Overall the average grade was a 'B' with just under 40% of the class receiving an 'A'. The last class achieved an average of a 'C'. The last class however was considered to have achieved unusually low scores and therefore this class is closer to the average.
				The average score for the weekly quiz series was 78%, and for the mid-term was 76.6% again indicating a fair level of understanding. The average score for the final exam was 73% making the average grade a C. Overall 73% of the class received a 'C' or above with one FTW.	Scores could be higher if this instructor chose an open book/notes approach to the final exam. However, given that a large number of the students who take this class do so as a pre-requisite for Graduate School programs in Counseling, this instructor feels that a certain standard of learning needs to be achieved that can only be demonstrated by a closed book/notes final exam. Having said that, this class was the lowest scoring since starting the new curriculum and exam format. No explanation can be identified for this, for reasons stated in SLO 1 #10 above. Extra attention will be given to students for whom English is not their first language to ensure that there is no unfair bias.	None
	PSYC 2	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental psychology.	Four multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 86%. All four students that earned a D missed multiple study guides and had low test scores.	Student success was 86%. No immediate changes are planned.	No major changes made.
				Four multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 92%. Both students that earned a D missed multiple study guides and had	Student success was 92%. No immediate changes are planned.	No major changes made.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				low test scores.	Student success was 92%. No immediate changes are planned.	No major changes made.
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.	Students completed 13 study guides. Most students achieved success, 86%. All four students that earned a D missed multiple study guides and had low test scores.	Student success was 86%. No immediate changes are planned.	No changes were made.
				Students completed 13 study guides. Most students achieved success, 92%. Both students that earned a D missed multiple study guides and had low test scores.	Student success was 86%. No immediate changes are planned.	No changes were made.
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	Students completed 13 study guides, multiple handouts and presented information gathered in a group activity. Most students achieved success, 86%. All four students that earned a D missed multiple study guides and had low test scores.	Student success was 86%. No immediate changes are planned.	No changes were made.
				Students completed 13 study guides, multiple handouts and presented information gathered in a group activity. Most students achieved success, 92%. Both students that earned a D missed multiple study guides and had low test scores.	Student success was 92%. No immediate changes are planned.	No changes were made.
	PSYC 33	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Mean score for research paper one was _76%_. _0_ failures for the paper.	In regard to the assignment, students who completed the assignment demonstrated an understanding of the SLO. Therefore no changes will be made. The mean grade on this assignment was 10% lower than the last offering. Unclear why this disparity between the two years. When offered, next, students will be prepped prior to the submission. In regard to retention, fewer students withdrew from the course than the previous year. Therefore, there	NONE

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	PSYC 33	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Mean score for research paper one was _76%_. _0_ failures for the paper.	will be no change to student / instructor communication.	NONE
				This assignment requires the student to evaluate at least two childbirth programs that are available. They are required to assess the cost, time involved, etc and to determine which would hypothetically work the best for them. Average score was 93% for this essay. I had one student who continuously scored low on essays because the directions were not followed, not because I feel that they did not understand the material.	No changes planned. Will continue to show a video on the various options for childbirth and will discuss childbirth programs in small groups.	Average score for this assignment was 82%. No changes were made from previous assessment.
				This assignment requires the student to evaluate at least two childbirth programs that are available.. They are required to assess the cost, time involved, etc and to determine which would hypothetically work the best for them. Average score was 96% for this essay. Here is a quote from a student summarizing the effectiveness of the assignment: "Prior to this essay being assigned I didn't know all of the different childbirth options and I also didn't know that at home child birth was the more preferred method in other countries."	No changes planned. Will continue to use this assignment with the addition of a required video (now available via Youtube)	Average score for this assignment was 92%. No changes were made from previous assessment
		SLO #2A	Students will know major concepts of marriage and family	Of those students who took the final exam, the mean grade was 62%; _7_ students failed the final exam.	In regard to the assignment, students who completed the assignment demonstrated an understanding of the SLO. The mean grade on this assignment was 12% lower than the last offering. Unclear why this disparity between the two years. The final exam is closed book, open notes. The grades indicates that students in this section may have had problems with material retention. next, students will be prepped prior to the submission.	NONE

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2A	Students will know major concepts of marriage and family	Of those students who took the final exam, the mean grade was 62%; <u>7</u> students failed the final exam.	More effort will be put forth to engage students in exam taking and subject retention. In regard to retention, fewer students withdrew from the course than the previous year. Therefore, there will be no change to student / instructor communication.	NONE
		SLO #3	Students will demonstrate knowledge of financial management within the family structure.	Average grade was 90% for this assignment. This assignment requires students accessing various financial management tools, examining their current and future financial situation, and providing a conclusion about what was learned and what changes need to be made.	No changes noted. Will continue to assess the outcomes of this assignment.	Previous average score was 75% (perhaps counting the 0s?—not sure) There was much more in-class discussion of financial management—perhaps that is the reason for the increase. No changes made to SLO from previous review.
				Average grade was 93% for this assignment. This assignment requires students accessing various financial management tools, examining their current and future financial situation, and providing a conclusion about what was learned and what changes need to be made.	No changes noted.	Previous results: Average score was 90% for this essay. No changes made to SLO from previous review.
		SLO #3A	Students will demonstrate an understanding of the relationship between marriage and family in the US and in other cultures.	Of those students writing this assignment, the mean grade was 78%. Statistically the same as the previous year of 80%. Only two students failed this assignment.	In regard to the assignment, students who completed the assignment demonstrated an understanding of the SLO. Therefore no changes will be made. In regard to retention, fewer students withdrew from the course than the previous year. Therefore, there will be no change to student / instructor communication.	NONE
		SLO #4	Students will describe the various consequences of divorce to our society.	This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce. Average for this essay was 96%. Every student except for one that completed this essay scored in the mastery level. Again, I had one particular student that never followed the assignment directions—this was the only	No changes made, continue to evaluate this SLO	No changes made since previous assessment. Average score for this assignment was 94% on previous review.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up																				
		SLO #4	Students will describe the various consequences of divorce to our society.	below mastery essay.	No changes made, continue to evaluate this SLO	No changes made since previous assessment. Average score for this assignment was 94% on previous review.																				
				This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce. Average for this essay was 99%.	No changes made, continue to evaluate this SLO	No changes made since previous assessment. Average score for this assignment was 96% on previous review.																				
	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.	<table border="1"> <tr> <td>A</td> <td>11</td> <td>26%</td> <td>Pass</td> </tr> <tr> <td>B</td> <td>10</td> <td>23%</td> <td>Fail</td> </tr> <tr> <td>C</td> <td>2</td> <td>5%</td> <td></td> </tr> <tr> <td>D</td> <td>9</td> <td>21%</td> <td></td> </tr> <tr> <td>F</td> <td>11</td> <td>26%</td> <td></td> </tr> </table>	A	11	26%	Pass	B	10	23%	Fail	C	2	5%		D	9	21%		F	11	26%		Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between younger students and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. No changes in pedagogy can be identified at this time, but the school may want to explore adult andragogy techniques that can be introduced into the course curriculum.	Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between younger students and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. Students falling behind were contacted or dropped early on to assist or eliminate struggling students. Students who fell behind appeared to do so later in the class when assignments came due.
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F	11	26%																								
				Writing Paper-Myers-Briggs Type Indicator and Careers- 6 students submitted the assignment. 5/6=85% of the students successfully completed the assignment with a "C" or higher. 1 student did not complete the assignment.	The assignment could be altered slightly to have the students compare their findings with other students that did not share the same data. Thus, they would learn how their personality affects their relationship with others.	I had 5 students actively enroll after census-0 students dropped after the first census. I had 5/5 students who completed the course which equals to 100% student retention.																				
		SLO #1 (Addison)	Midterm	Of the 22 students in the class, 20 students did a great job collecting information and presenting it. Some ultimately decided that the job they thought about going into was nothing like they thought it would be.	I will not change anything I received nothing but positive feedback from students on how much they enjoyed the class.	none																				
		SLO #1 (Robles)	The students will have the opportunity to explore career options in accordance	21 of the 25 students understood the assignments while 5 students attempted the assignments but choose not to continue to attend. All the data collected	The rubric is intended to have the students explore their personality, skills, and talents to correlate with a career path suitable for a lifetime	There was a decrease of the percentage of student success from when the course was previously taught in the Spring the second time to require this assignment																				

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up																				
		SLO #1 (Robles)	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	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>to the students. I felt it was successful for the student as well as beneficial feedback as an instructor.</p>																				
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with career and life planning.	<table border="1"> <tr> <td>A</td> <td>11</td> <td>26%</td> <td>Pass</td> </tr> <tr> <td>B</td> <td>10</td> <td>23%</td> <td>Fail</td> </tr> <tr> <td>C</td> <td>2</td> <td>5%</td> <td></td> </tr> <tr> <td>D</td> <td>9</td> <td>21%</td> <td></td> </tr> <tr> <td>F</td> <td>11</td> <td>26%</td> <td></td> </tr> </table>	A	11	26%	Pass	B	10	23%	Fail	C	2	5%		D	9	21%		F	11	26%		<p>Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between younger students and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. No changes in pedagogy can be identified at this time, but the school may want to explore adult andragogy techniques that can be introduced into the course curriculum.</p>	<p>Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between younger students and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. Students falling behind were contacted or dropped early on to assist or eliminate struggling students. Students who fell behind appeared to do so later in the class when assignments came due.</p>
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				<p>Students were consistent in completing their assignments but were called on rotation so they would sometimes miss quizzes or fail to complete assignments. 3/5 or 60% completed all the assignments and quizzes with a "C" or better. 2/5 or 40% did not complete or demonstrate satisfactory levels in this SLO.</p>	<p>In the future, I will ask students for their specific dates that they would be in the "box" so I can arrange my quizzes around that time.</p>	<p>The student success was lacking due to the responsibilities that the soldiers had outside the classroom.</p>																				
		SLO #2	Assigning Weekly	Of the 22 students in the class only 7	I will not change anything in	none																				

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		(Addison)	Homework	were inconsistent of not tuning in homework.	regards to homework assignments. It seems to prepare the students of what's expected of them.	none
		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.	21 out of the 25 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 5 students that did not complete the class at college level standards as they did not complete the class and earned an F.	I have improved provided student with emails when the students are absent so they can get the information from the class, notes or homework. Posted the lecture notes/powerpoint on the BCC email site for students to view when absent. The students had a choice as a final project to present to the class a Power Point no longer than 15 minutes, with a minimum of 15 slides 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 Journey/Personality 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 educational 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.	I implemented extra credit assignments, oral presentations with various topics to enrich learning styles for all students. The students can present information in a group setting to demonstrate the student has obtained the information.
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	100% of the students completed the assignment with a "C" or greater demonstrating satisfactory completion of this SLO.	After reading their papers, I saw their interest in the topics but struggle with writing. In the future, I will give them better instruction on how to write a report.	Ample opportunity was given to the students to complete their research paper and give a presentation. Students were excited about researching a founder of a company that interested them.
				A 11 26% Pass	Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between	Failure rate appears to be the result of students not turning in their assignments. Most notable is the clear distinction between younger students
				B 10 23% Fail		

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				C 2 5% D 9 21% F 11 26%	younger students and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. No changes in pedagogy can be identified at this time, but the school may want to explore adult andragogy techniques that can be introduced into the course curriculum.	and older, with the older appearing to have better self-discipline and time management/follow through skills. ESL learners also appear to have a lower pass rate than other students, which is something that may want to be explored more in depth by college administration. Students falling behind were contacted or dropped early on to assist or eliminate struggling students. Students who fell behind appeared to do so later in the class when assignments came due.
		SLO #3 (Addison)	Mock Job Interview	Of the 22 students enrolled in the class, 18 took the final and did very well. The final exam was a mock job interview.	I will not change anything I received nothing but positive feedback from students on how much they enjoyed the class.	none
		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 essentials to be a successful college student, and	Fall 2015 the students completed the class with a "A", 40% of the class completed the class with a "B", 30% completed the class with a "C", 2% of completed the class with an "D" while 3% finished the class with an "F" due to non-attendance. 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 have implemented more guest speakers from other colleges, Brochures from other numerous colleges, Park University, Brandon college 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.	Students need to realize the investment in a college degree is how much effort, time, consistency, and personal growth they are willing to put forth. Taking college classes means they need to produce college level work in order to obtain the grade personally expected. Attendance, completion of all assignments, presentations, power points personal assessments quizzes, completing their portfolio, midterm, final are all extremely detrimental to their final grade.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (Robles)	the portfolio will provide the student with organizational tools needed to transfer or preparation for a career choice or interview.	Fall 2015 the students completed the class with a 20% of the class completed the class with a "A", 40% of the class completed the class with a "B", 30% completed the class with a "C", 2% of completed the class with an "D" while 3% finished the class with an "F" due to non-attendance. 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 have implemented more guest speakers from other colleges, Brochures from other numerous colleges, Park University, Brandon college 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.	Students need to realize the investment in a college degree is how much effort, time, consistency, and personal growth they are willing to put forth. Taking college classes means they need to produce college level work in order to obtain the grade personally expected. Attendance, completion of all assignments, presentations, power points personal assessments quizzes, completing their portfolio, midterm, final are all extremely detrimental to their final grade.
	READ 100	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	66% (4 of 6 students) completed SLO's at the 70% level.	Continue to improve monitoring activity to insure higher completion rate.	No changes made.
		SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	66% (4 of 6 students) completed SLO at the 70% level.	Continue to improve monitoring activity to insure higher completion rate.	No changes made.
		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.	66% (4 of 6 students) completed SLO at the 70% level.	Continue to improve monitoring activity to insure higher completion rate.	No changes made.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	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.	66% (2 of 3 students) completed the SLO at the 70% level or better.	Continue to improve monitoring activity to improve completion rate.	No changes made.
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	66% (2 of 3 students) completed the SLO at the 70% level or better.	Continue to improve monitoring activity to improve completion rate.	No changes made.
		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.	66% (2 of 3 students) Completed the SLO at the 70% level or better.	Continue to improve monitoring activity to improve completion rate.	No changes made.
	READ 102	SLO #1	Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, annotation, and organizing textual information, to increase comprehension and reading speed.	80% (4 of 5 students) completed the SLO at the 70% level or better.	Continue to improve monitoring activity to increase completion rate.	No changes made.
		SLO #2	Comprehend, analyze, and evaluate assigned	80% (4 of 5 students) completed the SLO at the 70% level or better.	Continue to improve monitoring activities to increase completion	No changes made.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	80% (4 of 5 students) completed the SLO at the 70% level or better.	rates.	No changes made.
		SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote reading comprehension and fluency.	80% (4 of 5 students) completed the SLO.	Continue to improve monitoring activities to increase completion rate.	No changes
	RLGS 1	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.	75% of the students completed the course. The final grades for the students in this course were 13, A's,2,B's,4,C's 2,D's and 7 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.	Students have been encouraged to review the lectures for each lesson prior the exam.
				84% of the students completed the course. The final grades for the students in this course were 13 A's, 6B's, 1D and 4F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video	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.	Students have been encouraged to review the lectures for each lesson prior the exam.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				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.	Students have been encouraged to review the lectures for each lesson prior the exam.
		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.	75% of the students completed the course. The final grades for the students in this course were 13, A's,2, B's, 4,C's , 2,D's and 7 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.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.
				84% of the students completed the course. The final grades for the students in this course were 13 A's, 6B's, 1D and 4F'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.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.
		SLO #3 (3)	Community/Global Consciousness and Responsibility OUTCOME: Cultivate knowledge, respect, and tolerance of	75% of the students completed the course. The final grades for the students in this course were 13, A's,2,B's,4,C's, 2,D's and 7 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3 (3)	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.	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.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.
				84% of the students completed the course. The final grades for the students in this course were 13A's, 6B's, 1D and 4F'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.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.
	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	Average grade for exam 1 was 69%. Average grade for exam 4 was 61%. Wanted to compare the first exam covering the theoretical perspectives, and the last quiz to see if there was any improvement. High score for exam 1 was 98% and lowest score was 32%	This was a 9-week session, which is problematic for some students. A 32 out of 100 on an exam indicates that the student did not read the text material as instructed. Will make more of an emphasis on the need to read in addition to coming for lectures.	Previous assessment: There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 80% and the highest was 95%. Average correct answers: 87%. Target met.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	SOCI 1	SLO #1	perspectives as evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, family.	<p>Average grade for exam 1 was 69%. Average grade for exam 4 was 61%. Wanted to compare the first exam covering the theoretical perspectives, and the last quiz to see if there was any improvement. High score for exam 1 was 98% and lowest score was 32%</p> <p>Average grade for quiz 1 was 84%. Average grade for quiz 8 was 88%. Wanted to compare the first quiz examining the theoretical perspectives, and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 56%</p> <p>Average grade for quiz 1 was 88%. Average grade for quiz 8 was 86%. Wanted to compare the first quiz examining the theoretical perspectives, and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 12%</p>	<p>This was a 9-week session, which is problematic for some students. A 32 out of 100 on an exam indicates that the student did not read the text material as instructed. Will make more of an emphasis on the need to read in addition to coming for lectures.</p> <p>No changes.</p> <p>No changes.</p>	<p>Previous assessment: There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 80% and the highest was 95%. Average correct answers: 87%. Target met.</p> <p>Previous assessment: There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 80% and the highest was 95%. Average correct answers: 87%. Target met.</p> <p>Previous assessment: There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 80% and the highest was 95%. Average correct answers: 87%. Target met.</p>
		SLO #2	Students will demonstrate a basic 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	<p>Average score on final exam was 76%. Lowest score was 36% by a student who failed the class. Often, students will take the final exam, even though they have not participated in the class to the extent required to pass the class. Highest score was 98%</p>	<p>Will continue to measure this outcome. Will stress the importance of the terms more throughout the term.</p>	<p>The data indicates an average score of 73% for the final exam which includes only the terms/concepts from the SLO. Lowest score for a question was 32% and highest was 90%.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	dysfunction, dominant ideology, class, social inequality, stratification, race, racism, glass ceiling, contact hypothesis, gender, institutional discrimination, deviance, crime, social control, cohabitation, endogamy, exogamy.	Average score on final exam was 76%. Lowest score was 36% by a student who failed the class. Often, students will take the final exam, even though they have not participated in the class to the extent required to pass the class. Highest score was 98%	Will continue to measure this outcome. Will stress the importance of the terms more throughout the term.	The data indicates an average score of 73% for the final exam which includes only the terms/concepts from the SLO. Lowest score for a question was 32% and highest was 90%.
				Average score on final exam was 76%. This is a somewhat skewed number as the low score was 31% by a student who failed the class. Often, students will take the final exam, even though they have not participated in the class to the extent required to pass the class. Highest score was 93% (2)	Will continue to measure this outcome. Will stress the importance of the terms more throughout the term.	The data indicates an average score of 73% for the final exam which includes only the terms/concepts from the SLO. Lowest score for a question was 32% and highest was 90%.
				Average score on final exam was 85%. Lowest score was 42% by a student who failed the class. Often, students will take the final exam, even though they have not participated in the class to the extent required to pass the class. Highest score was 100%	Will continue to measure this outcome. Will stress the importance of the terms more throughout the term.	The data indicates an average score of 73% for the final exam which includes only the terms/concepts from the SLO. Lowest score for a question was 32% and highest was 90%.
	SOCI 2	SLO #1	Understand the dynamics of American social problems through a sociological perspective.	Average score for midterm was 84%. There were 2 out of 14 students who scored over 90%; 9 out of 14 who scored over 80%. Lowest score was 76% and highest score was 94%	Will continue to use the midterm to assess this outcome.	Previous: different assignment used to measure this SLO
		SLO #2	Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture.	Average score for this assignment was 96%. The assignment requires students to examine alcohol/drug use and abuse among different cultures.	Will continue to assess this objective, but will add a small group discussion topic as well.	Previous: different assignment used to measure this SLO Current: Target met.
		SLO #3	Relate theoretical concepts and link them with the	Average score for midterm was 79%. There were 2 out of 14 students who scored over 90%; 6 out of 14 who scored	No changes planned.	Previous: different assignment used to measure this SLO Current: Target met.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	realities of American social problems which focus on the uniqueness of the political and economic system.	over 80%. Lowest score was 59% and highest score was 91% I would have expected this grade to be higher—but this was a 9 week session, vs an 18 week session.	No changes planned.	Last SLO data was from an 18-week session, this course was a 9-week session
	SPAN 1A	SLO #1 (Felix)	Demonstrate speaking skills in a guided role-play. Ask and respond correctly in two way oral and written exchanges using vocabulary and grammar.	23 Students were assessed on an interview and presentation, class average is 88%.		
		SLO #2 (Felix)	Demonstrate writing skills in form of a loosely unified 5-sentence paragraph. Demonstrate ability to read, comprehend and write basic Spanish.	25 Students took the writing assessment and the average score for this assignment is 86%	Expand the types of assessments used to measure student achievement in my classes.	This is the first assessment made by the instructor since it's the first semester teaching at BCC
		SLO #3 (Felix)	Demonstrate listening skills in a guided role play and authentic dialogue tracks. Demonstrate recognition of commands and understanding.	25 students were assessed and the average score for this assessment is 81%.	Enhance instructional program to assure students are gaining the necessary skills to gain and improve their Spanish learning experience.	This is the first assessment made by the instructor since it's the first semester teaching at BCC.
	SPCH 1	SLO #1	Apply knowledge and understanding of the basic principles of public speaking.	29/31 (94%) demonstrated knowledge and understanding of the basic principles by presenting complete outline formats for various types of speeches. 3 item, 5 pt. rubric showed a 3.7 progressive improvement. 80% of the students enrolled showed measured improvement. Rubric measurement is a 25 point scale of purpose, supporting materials, organization , voice and listening, and manner of delivery. (1-5) in five	The addition of rubric scoring works! Plan to add oral review of video speeches to help students identify speech organizational elements prior to their own presentations. Data revealed this was a better method of preparation for student overall success in implementing the basic speech and organization of thought.	An outline was required prior to each speech to ensure students were demonstrating the knowledge and understanding of the IBC and Monroe's Motivational Sequence in speech organization. Students were assigned presentations measuring on a 1-5 scale individually in each of the above areas of over-all evaluation. Example: Impromptu speech evaluating physical manner of delivery.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>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? How would you rank your ability after the class?</p> <p>Average Improvement: 4.06</p> <p>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>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? How would you rank your ability after the class?</p> <p>Average Improvement: 4.61</p> <p>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester).</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>public speaking"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.66 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of 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. As in the past, these link to the Core Competencies.</p>	<p>location ("one stop shopping") for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>The new packet works well and has proven to be a valuable resource for students.</p>
				<p>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? How would you rank your ability after the class? Average Improvement: 4.76 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location ("one stop shopping") for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised "Big Packet" (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
		SLO #2	Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker.	25/31 (81%) responded to peer presentation using a 5 point rubric.	Better attention to student (peer) speeches (better listening). Plan to have students outline a video taped student speech and critique its effectiveness with regard to content, not just delivery.	Requirement was added to ensure standard evaluation with written responses, previously the evaluations were voluntary.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>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? How would you rank your ability after the class?</p> <p>Average Improvement: 4.56</p> <p>Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>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? How would you rank your ability after the class?</p> <p>Average Improvement: 4.70</p> <p>Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>The Question: With regards to “showing</p>	<p>Lectures, small group activities,</p>	<p>Fall 2015 saw the continued use of a</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				<p>the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.86 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and 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. As in the past, these link to the Core Competencies.</p>	<p>and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>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? How would you rank your ability after the class? Average Improvement: 4.94 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and 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. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
		SLO #2 (Fall 15)	Show the expression of thought and use of	29/31 (94%) showed progressive improvement of an average of 3.1 points	The results showed that the more practice students have before an	Three impromptu informative speeches and one prepared persuasive speech

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (Fall 15)	the organizational skills of a speaker.	on the 5 pt. rubric of Introductions, Main Idea, and Conclusions in their oral presentations.	audience the better prepared they are to use the taught organizational skills. Continue to add practice as time permits.	added to content.
				82.5% showed improvement in vocal expression, voice control, and organization of ideas as measured By a 1-5 point rubric in areas of voice variation, rate, clarity, transitions, and volume control..A 1-5 point scale was used to measure growth in organizational skills of supporting materials,	The data showed that the additional preparation aided students is practice and use of these elements regarding thought and organizational skills.	One prepared speech using an imaginary creature was used along with other voice control techniques to develop vocalization appropriate to public speaking. This presentation was also used for clarity of thought, organization of ideas and transitions elements appropriate to a speech.
		SLO #3	Actively listen to and analyze speeches.	25/31 (81%) responded to peer presentations using a 5 point rubric.	Better attention to student (peer) speeches (better listening) Plan to have students outline a video taped student speech and critique its effectiveness with regard to content, not just delivery.	Requirement was added to ensure standard evaluation with written responses, previously the evaluations were voluntary
				Data showed 76% of the students actively listened to and evaluated peer presentations.	The data revealed by adding participation points more students than in previous classes actively listened and evaluated peer presentations.	For each presentation, audience was required to prepare a written evaluation of student presentations..Signed written peer evaluations were awarded participation credit.
				The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 2.95 Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.	Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.	Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.

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				<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class?</p> <p>How would you rank your ability after the class?</p> <p>Average Improvement: 3.19</p> <p>Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class?</p> <p>How would you rank your ability after the class?</p> <p>Average Improvement: 3.74</p> <p>Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>
				<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class?</p> <p>How would you rank your ability after the class?</p> <p>Average Improvement: 3.81</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long</p>	<p>Fall 2015 saw the continued use of a recently revised “Big Packet” (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.</p>

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				Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.	way to making a lasting change in how students perceive their progress in Public Speaking. A few pages of the Big Packet that can be easily reformatted for greater clarity. This is in the planning stage.	Fall 2015 saw the continued use of a recently revised "Big Packet" (the master handout used throughout the semester). The new packet works well and has proven to be a valuable resource for students.
	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	My drop rate decreased by 5% from spring 2015 and 1% from the earlier semester course. The students really, really enjoy working on conflict resolution techniques and this is a critical part of this course. The involvement in the class interaction/discussion/observation increased by 27% from the previous class model and 2% from the previous class. I normally have 500-530 interpersonal communication posts at the end of the 4th week. The Instructor call increased motivation in this interaction and this class had over 800 class posts in the 4th week. Amazing development as I use the SLO above to increase the creative process that links ideas in both composition and performance in many forms of communication. We were able to increase composition and performance. The class grades were slightly higher also (5%) The Instructor call is the key to my class. This allows me to check the azimuth of the students as they have completed about 40% of the class. In the 7-10 minute call we discuss the written evals (composition) and the performance with the all my students.	I would like to submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours. BCC would see a significant increase in retention and the student is served as the customer.	Moving the Instructor call up from week 3 to an option of week 4 or 5 increased the participation by 25% and decreased the drop rate by 5%. Getting the students into the mode of healthy conflict resolution is a key and this builds confidence with the students at the earlier date.
				My drop rate decreased by 6% from spring 2015. The students enjoy working on conflict resolution techniques. The involvement in the class interaction/discussion/observation	I would like to submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours. BCC would see a significant	Moving the Instructor call up from week 3 to week 4 increased the participation by 25% and decreased the drop rate by 6%.. Getting the students into the mode of healthy conflict resolution is a key and

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				increased by 25% from the previous class model. I normally have 500-530 interpersonal communication posts at the end of the 4th week. The Instructor call increased motivation in this interaction and this class had 710 class posts in the 4th week. Amazing development as I use the SLO above to increase the creative process that links ideas in both composition and performance in many forms of communication. We were able to increase composition and performance. The class grades were slightly higher also (8%) The Instructor call is the key to my class. This allows me to check the azimuth of the students as they have completed about 40% of the class. In the 7-10 minute call we discuss the written evals (composition) and the performance with the all my students.	increase in retention and the student is served as the customer.	this builds confidence with the students at the earlier date.
				My drop rate decreased by 9% from the previous two Fall 2015 classes. The students enjoy working on conflict resolution techniques and this is a critical part of this course. The involvement in the class interaction/discussion/observation increased by 31% from the previous two classes and 9% from the previous model I used in Spring 2015. I normally have 500-530 interpersonal communication posts at the end of the 4th week. The Instructor call increased motivation in this interaction and this class had over 850+ class posts in the 4th week. Amazing development as I continue to experiment with the SLO above to increase the creative process that links ideas in both composition and performance in many forms of communication. We were able to increase composition and performance. The class grades were much higher also (16%) The Instructor call is the key to my class. This allows me to check the azimuth of the students as they	I will submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours. BCC will see a significant increase in retention and the student is served as the customer.	Moving the Instructor call up from week 3 to an option of week 4 or 5 and contacting the students that did not call in week 4 increased the participation by 31% and decreased the drop rate by 5%. Getting the students into the mode of healthy conflict resolution is a key and this builds confidence with the students at the earlier date.

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				have completed about 40% of the class. In the 7-10-minute call we discuss the written evals (composition) and the performance with the all my students. New Tip with the option of the 4th and 5th week gave me the chance to contact the students that did not call at week 4 and get a status check. I was able to catch 4 students that would have dropped and keep them in the class and back with their groups.	I will submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours. BCC will see a significant increase in retention and the student is served as the customer.	Moving the Instructor call up from week 3 to an option of week 4 or 5 and contacting the students that did not call in week 4 increased the participation by 31% and decreased the drop rate by 5%. Getting the students into the mode of healthy conflict resolution is a key and this builds confidence with the students at the earlier date.
	TART 1	SLO #1	Analyze and perform selections from dramatic texts utilizing the performance skills of memorization, vocal projection, spatial awareness, stage directions and physical expression.	After students performed their final scene, they were scored by a rubric. Of the 20 students: ? 30% received a 4 out of 4. ? 10% received a 3 or 3.5 ? 45% received a 2 or 2.5 ? 15% received a 1.5 40% received a 3 or higher.	It would have been difficult to do multiple-person scenes because there were several students who had serious attendance issues. When this class is taught next, more thought will be put into doing multiple-person scenes and looking at attendance habits of specific students. It will still affect the success of the work because of the levels of ability, but it's worth looking into.	The Previous SLOs stated: "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." ? Multiple-person scenes were not used.
		SLO #2	Demonstrate understanding of the fundamental skills necessary to analyze and perform a scene through the use of objectives, actions, and motivation, and a clearly defined physical, emotional, and mental life in relation to the scene's environment and to the other characters in the scene.	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. 75% of students actually submitted the assignment. Of those: ? 40% received an "A". ? 40% received a "B". ? 13% received a "C". 80% received a "B" or higher on their assignment.	There needs to be some modification to the questions on the assignment sheet regarding specificity in answers. While the assignment is discussed in class, students also need to see it in writing.	No changes were recommended.
		SLO #3	Observe and analyze the various components of a theatrical performance, both in and out of class.	Students were given a Peer Feedback form for each scene performed for the Final (excluding their own). They had to score their characterization through a rubric. They also had to write one positive comment about the scene and	The more experienced students had more thoughtful comments but each student did have comments for each scene, even if it was only about volume and projection. At this time, there are	This is a new SLO.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Observe and analyze the various components of a theatrical performance, both in and out of class.	<p>one helpful suggestion.</p> <p>Sample Comments from Each Student:</p> <p>Student Comments</p> <p>1 ? "They were both a little hesitant."</p> <p>? "Josh didn't start off with a loud and clear voice. Could work on it."</p> <p>2 ? "Great projection."</p> <p>3 ? "You could see the tension both character were bringing to the table."</p> <p>4 ? "Very nice flow. The scene felt natural and well spoken."</p> <p>5 ? "They spoke clear and loud."</p> <p>6 ? "I believed they were real people. I got into this scene so much because of it."</p> <p>7 ? "I really believed their relationship as teacher & student."</p> <p>8 ? "Stephanie should have showed more emotion."</p> <p>9 ? "The scene had been very organized and went right into the objective...made the scene stand out."</p> <p>10 ? "I like her choices in gestures and inflection."</p> <p>? "Fawna had urgency and fear in her character. That worked well. Stephanie needs to be more concerned about her blocking and less on the audience."</p> <p>11 ? "Speak a little louder next time."</p> <p>12 ? "Viviana surprised me. She was into this scene. She was committed."</p> <p>? "Corey kinda overacted."</p> <p>13 ? "Talk louder so the audience can hear."</p> <p>14 ? "The passion and chemistry between the two characters was believable, understandable, and clear as to what the objective was."</p> <p>15 ? "I think Londo should</p>	no changes recommended. This measurement needs to be seen again.	This is a new SLO.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Observe and analyze the various components of a theatrical performance, both in and out of class.	<p>have practiced his blocking. His back was towards us a couple of times.”</p> <p>16 ? “Some lines could have been projected more to understand them more.”</p> <p>17 ? “The affection in the scene seems genuine.”</p> <p>? “Stephanie’s reactions seemed very forced and fake.”</p> <p>? “The emotion was real and bold!”</p> <p>? “They both seemed really committed to what they were doing. Like they believed what they were saying.”</p> <p>18 ? “Talk a little louder.”</p> <p>19 ? “I didn’t believe they cared for each other.”</p> <p>20 ? “The two just needed to throw themselves out there and not worry about what the audience would do or say.</p>	The more experienced students had more thoughtful comments but each student did have comments for each scene, even if it was only about volume and projection. At this time, there are no changes recommended. This measurement needs to be seen again.	This is a new SLO.
	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.	<p>Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. 26 students completed the assignment. Of those:</p> <p>44% received a B</p> <p>44% received a C</p> <p>88% received a passing grade or higher</p>	This is an effective assignment but perhaps an example of a more successful paper should be included. There will also be one small modification to the assignment instructions for clarity.	<p>The Previous SLOs stated: “This assignment is graded more harshly than the other assignments because the critical thinking and research being asked of the students is more complex. It is recommended that possible examples or a rubric should be added to the assignment.”</p> <p>? A rubric was added to the assignment this time. This time, no students received an “A” on the paper although only 2 students received a D or lower.</p>
		SLO #2	Through objective exam, demonstrate a vocabulary of common theatre terms.	<p>Course final is exclusively on theatre terminology</p> <p>76% received an A (56% of those receiving a perfect score)</p> <p>5% received a B</p> <p>5% received a C</p> <p>81% received a B or higher</p> <p>86% received a passing grade or higher</p>	The numbers are wildly successful however it should be noted that more students were dropped from the course for excessive attendance. The class went from 50 to 22 by the 2nd census. This meant that, for the most part, only the most committed students were left in the class. Still, this is a successful measurement and no changes are recommended.	<p>The only changes recommended were: “...the final needs to be worth more points so the final will be added to so that it’s worth more for the students’ final grade.” This was done.</p> <p>? Previous results:</p> <p>o Fall 14: 33% passing</p> <p>o Spring 15: 83% passing</p> <p>o This semester, the number is 86% passing.</p>

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	TART 5	SLO #1	Dramatize a specific role before an audience that reflects a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.	There were several students who audited so only those enrolled were measured. ? 70% of students received a 4 out of 4 ? 1% received a 3.5 ? 1% received a 3 ? 1% received a 2 90% of students received a 3 or higher on the rubric.	While the rubric scores show great success, it is scoring both leading and minor roles. It's harder to judge a minor role in their acting work since there's not as much to assess. However, what they learned in the particular show may help garner them larger roles in the future. No changes are recommended at this time.	The last time this class was taught (Fall of 2013), the SLO form stated: ? The rubric used was for performance technique. There was no character analysis assigned for this particular class. It was an oversight and will be corrected for the next time this course is taught. Without the analysis assignment, however, the students were very successful in dramatizing their roles for performance. A character analysis wasn't continued as a measurement as the rubric was sufficient.
		SLO #2	Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.	All students had to give 5 hours towards the production in areas of design, tech, publicity, house management, etc. An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours. ? 85% of students gave their full 5 hours (up from 53% last time) ? 15% gave 2 hours ? 100% of students gave SOME of their time.	While not every student gave all 5 hours, almost all students did give some time, even if they were auditing. Students are learning about professionalism and giving their time and energy to put a show together. It's a successful outcome and no changes are recommended.	No Changes were recommended.
	TART 5B	SLO #1	Dramatize a specific role before an audience that reflects improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.	Actors were assessed through a rubric (with archival video) based on their performance of a straight play.	? Only 3 students were enrolled in TART 5B. ? The 2 students who received a 4 out of 4 also had 4s when they were last enrolled in Beginning Modern Theatre Production (TART 5). They are more experience actors to begin with. ? The student who received a 3 played a minor role without any lines, but he did so with commitment. There is no score from when he was in TART 5 because he was part of the crew at that time. ? No changes are	This is the first time that Intermediate Modern Theatre Production has been offered.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	TART 5B	SLO #1	Dramatize a specific role before an audience that reflects improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.	Actors were assessed through a rubric (with archival video) based on their performance of a straight play.	recommended at this time. There were too few students to see if growth really occurred.	This is the first time that Intermediate Modern Theatre Production has been offered.
		SLO #2	Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.	All students had to give 5 hours towards the production in areas of design, tech, publicity, house management, etc. An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours. ? 33%% of students gave their full 5 hours ? 67% gave 3 hours ? 100% of students gave SOME of their time.	While not every student gave all 5 hours, almost all students did give some time, even if they were auditing. Students are learning about professionalism and giving their time and energy to put a show together. It's a successful outcome and no changes are recommended.	This is the first time that Intermediate Modern Theatre Production has been offered.
	WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	5 of 6 successfully completed the required course work with a grade of "C" or higher, 1 student stopped attending and failed the course, 1 student dropped after the first day. 5 of 6 or 83% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 83%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture this semester and quiz's.
				7 of 8 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1 class and was dropped from the course, 1 student had personal issues and received a D due to not finishing course material. 7 of 8 or 87% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 87%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory	This was my second semester teaching Weld 50, I added more lecture and quiz's this semester.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				7 of 8 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1 class and was dropped from the course, 1 student had personal issues and received a D due to not finishing course material. 7 of 8 or 87% retention rate was achieved.	recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture and quiz's this semester.
				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.	No changes were needed at this time.
		SLO #2	Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.	5 of 6 successfully completed the required course work with a grade of "C" or higher, 1 student stopped attending and failed the course, 1 student dropped after the first day. 5 of 6 or 83% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 83%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture this semester and quiz's.
				7 of 8 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1 class and was dropped from the course, 1 student had personal issues and received a D due to not finishing course material. 7 of 8 or 87% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 87%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture this semester and quiz's.
				Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No changes are planned presently.	No changes were needed at this time.
		SLO #3	Student will produce sound oxyacetylene welds.	16 of 18 students were successfully able to complete the course with a grade of C or better. Class performance thru	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Student will produce sound oxyacetylene welds.	attendance and participation are needed for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.
				5 of 6 successfully completed the required course work with a grade of "C" or higher, 1 student stopped attending and failed the course, 1 student dropped after the first day. 5 of 6 or 83% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 83%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture this semester and quiz's.
				7 of 8 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1 class and was dropped from the course, 1 student had personal issues and received a D due to not finishing course material. 7 of 8 or 87% retention rate was achieved.	This is my second semester teaching Weld 50 with a retention rate of 87%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 50, I added more lecture this semester and quiz's.
	WELD 51	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding.	7 of 9 successfully completed the required course work with a grade of "C" or higher, 7 of 9 or 77% retention rate was achieved. 2 students failed to come to class or drop the course and received a failed grade.	This is my second semester teaching Weld 51 with a retention rate of 77%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
				9 of 9 successfully completed the required course work with a grade of "C" or higher, 9 of 9 or 100% retention rate was achieved.	This is my second semester teaching Weld 51 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development	This was my second semester teaching Weld 51, I added more lecture and quiz's.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				9 of 9 successfully completed the required course work with a grade of "C" or higher, 9 of 9 or 100% retention rate was achieved.	and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
				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	No changes were needed at this time.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time
				7 of 9 successfully completed the required course work with a grade of "C" or higher, 7 of 9 or 77% retention rate was achieved. 2 students failed to come to class or drop the course and received a failed grade.	This is my second semester teaching Weld 51 with a retention rate of 77%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
				9 of 9 successfully completed the required course work with a grade of "C" or higher, 9 of 9 or 100% retention rate was achieved.	This is my second semester teaching Weld 51 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
		SLO #3	Student will produce sound shielded metal arc welds in the flat position.	16 of 19 students were successfully able to complete the course with a grade of C or better. Students are successful when they are in class.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				7 of 9 successfully completed the required course work with a grade of "C" or higher, 7 of 9 or 77% retention rate was achieved. 2 students failed to come to class or drop the course and received a failed grade.	This is my second semester teaching Weld 51 with a retention rate of 77%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
				9 of 9 successfully completed the required course work with a grade of "C" or higher, 9 of 9 or 100% retention rate was achieved.	This is my second semester teaching Weld 51 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 51, I added more lecture and quiz's.
	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.	. 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.	No changes were needed at this time
				2 of 2 successfully completed the required course work with a grade of "C" or higher. 2 of 2 or 100% retention rate was achieved.	This was my second semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 52, I added more lecture and quiz's to the course.
				4 of 5 successfully completed the required course work with a grade of "C" or higher, 1. Student failed to complete	This was my second semester teaching Weld 52 with a retention rate of 100%, I believe as the	This was my second semester teaching Weld 52, I added more lecture and quiz's to the course.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				the required quiz's and projects and received a grade of D. 5 of 5 or 100% retention rate was achieved.	program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 52, I added more lecture and quiz's to the course.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time
				2 of 2 successfully completed the required course work with a grade of "C" or higher. 2 of 2 or 100% retention rate was achieved.	This is my second semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 52, I added more lecture and quiz's.
				4 of 5 successfully completed the required course work with a grade of "C" or higher, 1. Student failed to complete the required quiz's and projects and received a grade of D. 5 of 5 or 100% retention rate was achieved.	This is my second semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 52, I added more lecture and quiz's.
		SLO #3	Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.	19of 21 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time
				2 of 2 successfully completed the	This is my second semester	This was my second semester teaching

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				required course work with a grade of "C" or higher. 2 of 2 or 100% retention rate was achieved.	teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	Weld 52, I added more lecture and quiz's.
				4 of 5 successfully completed the required course work with a grade of "C" or higher, 1. Student failed to complete the required quiz's and projects and received a grade of D. 5 of 5 or 100% retention rate was achieved.	This is my second semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 52, I added more lecture and quiz's.
	WELD 53	SLO #1 (Bartholow & Packer)	Students will exercise the safety precautions necessary to avoid injury to self or property when performing soldering, brazing and braze welding	4 of 4 successfully completed the required course work with a grade of "C" or higher, 4 of 4 or 100% retention rate was achieved.	This was my second semester teaching Weld 53 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 53, I added more lecture and quiz's to the course.
		SLO #1 (Bartholow)	Student will exercise the safety precautions necessary to avoid injury to self or property when performing Soldering, Brazing and Braze Welding.	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.	No changes were needed at this time
		SLO #2	Student will be capable of properly setting up, adjusting, operating and	4 of 4 successfully completed the required course work with a grade of "C" or higher, 4 of 4 or 100% retention rate was	This is my second semester teaching Weld 53 with a retention rate of 100%, I believe as the program progresses the number of	This was my second semester teaching Weld 53, I added more lecture and quiz's.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	shutting down shielded metal arc welding equipment.	achieved.	students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 53, I added more lecture and quiz's.
		SLO #2A	Student will be capable of properly setting up, adjusting, operating and shutting down oxy/fuel equipment.	Students were able to perform operations properly during class while working welding project demonstrations for grading	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time
				4 of 4 successfully completed the required course work with a grade of "C" or higher, 4 of 4 or 100% retention rate was achieved.	This is my second semester teaching Weld 53 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 53, I added more lecture and quiz's.
		SLO #3A	Student will produce sound soldered, brazed, or braze welded joints.	15of 17 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time
				4 of 4 successfully completed the required course work with a grade of "C" or higher, 4 of 4 or 100% retention rate was achieved.	This is my second semester teaching Weld 53 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 53, I added more lecture and quiz's.
	WELD 54	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	This was my second semester teaching Weld 54 with a retention rate of 100%, I believe as the program progresses the number of	This was my second semester teaching Weld 54, I added more lecture and quiz's to the course.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	WELD 54	SLO #1	property when performing gas metal arc welding operations.	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 54, I added more lecture and quiz's to the course.
				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.	No changes were needed at this time.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	This is my second semester teaching Weld 54 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 54, I added more lecture and quiz's.
				Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time.
		SLO #3	Student will produce sound gas metal arc welded joints.	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	This is my second semester teaching Weld 54 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 54, I added more lecture and quiz's.
				9 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.
	WELD 55	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas tungsten arc welding operations.	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	This was my second semester teaching Weld 55 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 55, I added more lecture and quiz's to the course.
				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	No changes were needed at this time.
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment.	3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was achieved.	This is my second semester teaching Weld 55 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 55, I added more lecture and quiz's.
				Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time.
		SLO #3	Student will produce sound gas tungsten arc welded joints in both steel and aluminum.	15of 16 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.	: Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.
				3of 3 successfully completed the required course work with a grade of "C" or higher, 3 of 3 or 100% retention rate was	This is my second semester teaching Weld 55 with a retention rate of 100%, I believe as the	This was my second semester teaching Weld 55, I added more lecture and quiz's.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
				achieved.	program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my second semester teaching Weld 55, I added more lecture and quiz's.
	WELD 56	SLO #1	Student is able to read and interpret the lines, symbols, and standards found on metals trade blueprints.	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	: Students are able to understand the concepts presented, but additional reinforcement would be helpful through videos and other visual concepts	None
		SLO #2	Student is able to produce a three view drawing of an existing object.	Actual hands on sketching and drafting drawings have helped the students to understand how to use blueprints by being able to to know what they are looking at and what the are looking for. Improvement in grades indicates improvement in their overall skills.	: 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.	None
		SLO #3	Student can identify the fabrication processes necessary to build an item from a three view metals trade blueprint	Class performance thru attendance and participation are needed for successful completion of course. These completions show the students are able to apply what they have learned and are ready to progress to more.	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..	None
	WELD 57	SLO #1	Inspect and perform repair welding processes on existing welded items.	Students demonstrated knowledge and use of various welding processes.	Using all of the welding processes available students are clearly able to show understanding of what they have learned.	No changes were needed at this time.
		SLO #2	Students will fabricate complex and useful welded projects from blueprints.	Students show ability to apply blueprint reading understanding and welding processes to practical experience.	Students are encouraged to bring in their own projects to construct as well as class projects that may be assigned.	No changes were needed at this time.
		SLO #3	Students will produce sound welds utilizing many various welding processes.	13 students were successfully able to complete the course with a grade of C or better.	Addition of Certified Welding Inspector enables students to aquire AWS certification.	No changes were needed at this time.
	WKFC 101	SLO #1	Define the term "attitude" and explain the need for a positive attitude in	Of the 7 students enrolled at midterm 5 of them (71%) were able to define attitude and explain the need for a positive attitude in their personal and	Although this course had a low enrollment and was stacked with WKFC 102 and WKFC 104, I believe the success of the course is clear.	I did not make a revise the midterm because in past presentations the students did well. I did however, revise some of the weekly quiz questions that

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
	WKFC 101	SLO #1	personal and professional life.	professional life at a score of 71% or better.	<p>Although I had planned to call all of the students at the beginning and middle of the course, I was unable to do so. I think this might have helped and if I teach the course next year, I will strive to incorporate the personal touch. As it stands, I don't know if it would have helped.</p> <p>By next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	lead the students to understand this SLO for clarity.
		SLO #2	Identify and analyze common attitude problems in the workplace.	Of the 6 students enrolled at the end of the course 6 of them (100%) were able to identify and analyze common problems in the workplace at a score of 80% or better.	<p>Although this course had a low enrollment and was stacked with WKFC 102 and WKFC 104, I believe the success of the course is clear. Although I had planned to call all of the students at the beginning and middle of the course, I was unable to do so. I think this might have helped and if I teach the course next year, I will strive to incorporate the personal touch. As it stands, I don't know if it would have helped.</p> <p>By next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed.</p>	I changed questions #16, 17, 21, and #35 from the last presentation to make them clearer as I proposed. After this modification, the students did decidedly better with analyzing workplace problems.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Identify and analyze common attitude problems in the workplace.	Of the 6 students enrolled at the end of the course 6 of them (100%) were able to identify and analyze common problems in the workplace at a score of 80% or better.	I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.	I changed questions #16, 17, 21, and #35 from the last presentation to make them clearer as I proposed. After this modification, the students did decidedly better with analyzing workplace problems.
		SLO #3	Propose attitude adjustment strategies that support career enhancement.	Of the 6 students enrolled at the end of the semester, 4 of them (67%) responded to the discussion question that covers proposing attitude adjustment strategies for career enhancement.	<p>Although this course had a low enrollment and was stacked with WKFC 102 and WKFC 104, I believe the success of the course is clear. Despite the fact that the assessment results are low, I attribute that to students that stop completing assignments after last census. Although I had planned to call all of the students at the beginning and middle of the course, I was unable to do so. I think this might have helped and if I teach the course next year, I will strive to incorporate the personal touch. As it stands, I don't know if it would have helped.</p> <p>By next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	None
	WKFC 102	SLO #1	Define conflict and how it impacts personal and professional relationships.	Of the 7 students enrolled in the course 6 (86%) were able to successfully respond to the discussion question "Describe a time when a situation you or someone else overstepped a personal or professional boundary and behaved in an aggressive manner. What occurred? Who was the infringer? How was the situation	This above data indicated that the student who respond to the discussion question can clearly articulate the concepts in this SLO. It also indicates that some students are opting not to participate in discussions. This concern may be addressed with personal contact	I did not make any changes this time because I had changed the question at the last assessment.

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	WKFC 102	SLO #1	Define conflict and how it impacts personal and professional relationships.	handled? What was the outcome? In hindsight, how would you have handled the situation differently?" This question addresses the students understanding of conflict and its impact on relationships. Students were required to give an example and respond with alternative suggestions for a classmate that would address the situation they posted.	<p>between myself and the students. If I teach this class in the future, I will strive to make personal contact with them at the beginning, middle, and toward the end of the course as time allows.</p> <p>By next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed. I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	I did not make any changes this time because I had changed the question at the last assessment.
		SLO #2	Employ listening and other communication skills that help diffuse difficult situations.	Of the 6 students enrolled after last census, 5 (83%) were able to respond to questions related to this SLO. These concepts were covered in questions 2, 17, 24, 37, and 50.	<p>Although this course had a low enrollment and was stacked with WKFC 101 and WKFC 104, I believe the success of the course is clear. The students seem to have a better understanding after my changes.</p> <p>However, by next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	After the last assessment, I changed the discussion question to improve clarity of the topics covered. The strategy seems to have worked, but I will have to observe the effect of this change more.
		SLO #3	Apply strategies for managing difficult people and situations in the workplace.	Of the 6 people enrolled in the course after midterm 3 (50%) of the students responded to the discussion post that covers this SLO at 70% or better.	Although this course had a low enrollment and was stacked with WKFC 101 and WKFC 104, I believe the low percentage associated	After the last assessment, I changed the discussion question to improve clarity of the topics covered. The strategy seems to have worked, but I will have to

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Apply strategies for managing difficult people and situations in the workplace.	Of the 6 people enrolled in the course after midterm 3 (50%) of the students responded to the discussion post that covers this SLO at 70% or better.	<p>with these results has more to do with students discontinuing the course after midterm than problems with the presentation of this SLO. Students seem to be quitting midstream. To address this, I will strive to contact students at the beginning, middle and toward the end of the course. I hope I will learn something about why they stop participating.</p> <p>Nevertheless, by next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book is more current in workforce behavior training and virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	observe the effect of this change more.
	WKFC 103	SLO #1	Define communications process model and methods of communications.	5 out of 5 students enrolled before first census demonstrated a clear understanding of the concepts in this SLO.	The data above indicates that the changes were successful for the students in this class. Not only did they understand the concepts in this SLO, but they were able to respond to questions on the exams that demonstrate their understanding. A new book has been adopted for this course. The book is Mindset by Carol Dwek which has been adopted by statewide by CTE to help students become better communicators in business by fall of 2016. There will be several changes to the course the next time it is presented; I expect the concepts in this book will help improves student learning.	The discussion questions for weeks 2, 3, 4, 6, 7, and 8 were changed based on the last assessment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Summarize barriers to effective communications.	3 out of 4 students enrolled after last census completed this course at 90% or higher.	The data above indicates that the changes were successful for the students in this class. Not only did they understand the concepts in this SLO, but they were able to respond to questions on the exams that demonstrate their understanding. A new book has been adopted for this course. The book is Mindset by Carol Dwek which has been adopted by statewide by CTE to help students become better communicators in business by fall of 2016. There will be several changes to the course the next time it is presented; I expect the concepts in this book will help improves student learning.	No changes were made since the last assessment for this SLO.
		SLO #3	Apply strategies for improving communication skills including listening and telephone techniques.	2 out of 4 students enrolled after last census completed this course at 90% or higher.	Since the student enrollment was so low and the course was stacked with two other WKFC courses. 50% students did an excellent job of understanding the course content; however, the other 50% chose not to take the final exam. The data above indicates that the changes were successful for the students that participated in all of the assignments in this class. Not only did they understand the concepts in this SLO, but they were able to respond to questions on the exams that demonstrate their understanding. Nevertheless, there were 2 students who chose not to take the final exam and therefore did not finish the course. I plan to continue with this pedagogy; I will review student surveys closely to see if I can determine why some students chose not to finish. Additionally, a new book has been adopted for this course. The book is Mindset by Carol Dwek which	There were no changes made at this time.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Apply strategies for improving communication skills including listening and telephone techniques.	2 out of 4 students enrolled after last census completed this course at 90% or higher.	has been adopted by statewide by CTE to help students become better communicators in business by fall of 2016. There will be several changes to the course the next time it is presented; I expect the concepts in this book will help improves student learning.	There were no changes made at this time.
	WKFC 104	SLO #1	Identify internal and external stressors.	Of the 9 students enrolled at the end of the course, 8 of them (89%) were able to respond to the essay question that address this SLO.	<p>The above data indicated that the students clearly understand the concepts related to this SLO. I am not sure if it was the addition of the extra credit assignment or the revision of the final exam essay questions. I think the latter change made the difference.</p> <p>One major change to the course is that by next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book contains more current research on behavior training which means that virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	An extra credit assignment was added that asked students to read the syllabus and discuss one thing they learned that they didn't know.
		SLO #2	Use self-diagnosis as a strategy for determining how their time is spent than level of stress.	Of the 15 students enrolled in the course at midterm, 8 (53%) completed the self-diagnosis using the Smart Goals Worksheet at a 90% or better.	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. However, the students who were unsuccessful were the students that did not complete the assignment. This is a large percentage of the students; however, I don't think the problem	There were no changes made from the previous assessment.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2	Use self-diagnosis as a strategy for determining how their time is spent than level of stress.	Of the 15 students enrolled in the course at midterm, 8 (53%) completed the self-diagnosis using the Smart Goals Worksheet at a 90% or better.	is the assignment. I think the problem is getting the students to stay in the class. To address this, I will have to communicate better with the students at the beginning, middle, and toward the end of the course. Nevertheless, I will continue to use this worksheet the next time I present this course because I think it is a wonderful tool.	There were no changes made from the previous assessment.
		SLO #3	Justify the benefits of effective time and stress management and its impact on maintaining positive personal and professional relationships.	Of the 9 students enrolled at the end of the course, 7 of them (78%) were able to respond to the essay question that address this SLO.	<p>The data above indicates that the majority of the students can articulate in writing the benefits of effective time and stress management on their personal and professional relationships.</p> <p>One major change to the course is that by next fall a new book for all of the workforce courses will be used titled Mindset by Carol Dwek. This book contains more current research on behavior training which means that virtually all of the lessons, discussions and quizzes will have to be changed.</p> <p>I am not sure if I will be teaching this next time, but if so I will review all of the documents associated and rewrite whatever is necessary.</p>	I did add an extra credit assignment that asked students to read the syllabus and then post a comment that discussed one thing they learned about the course from it.
	WKFC 105	SLO #2 (Spring 15)	Identify the types of decisions to be made, and factors to be kept in mind when making decisions.	Fall 2015:100% 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 how to effectively make decisions.	The above data indicates that little reminders for students go a long way. Whether it is because they have a lot on their minds or just the simple fact they need to see what is due constantly, it seemed to help.	This is the first time that I have taught this course and after teaching this semester there are a few things that I could do differently, including reminding the students how imperative it is to turn in every single assignment.
		SLO #3	Apply problem solving techniques.	Fall 2015: 100 % completed their final. I made the exam open book and open note and it seemed as though this helped them retain some of the information.	The above data indicates that students really need to be reminded that EVERY single assignment is important and that	This is the first time that I have taught this course and after teaching this semester there are a few things that I could do differently, including reminding

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #3	Apply problem solving techniques.	These courses are pretty much based off of their own personal experiences in life and a few key points that we touch on throughout the course. The students showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom.	every class that they register for is really imperative for their overall grade.	the students how imperative it is to turn in every single assignment. They should realize that although this course is only a 1 unit course, that every assignment is important and that you should really want to learn more as you will be able to take it with you in the future.
		SLO #3 (Spring 15)	Understanding the role of decision makers and decision making techniques	Fall 2015-100% 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.	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.	This is the first time that I have taught this course and after teaching this semester there are a few things that I could do differently, including reminding the students how imperative it is to turn in every single assignment.
	WKFC 50D	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.	Fall 2015: 95% 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 5% neglected to turn in either one or both of their essays.	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.	I kept the course the same as in my previous class, they did great and they learned a lot in the process. Didn't seem to go so well for this semester.
		SLO #2 (Ulibarri)	Be able to describe the ability to interpret information and instructions presented in both written and verbal form. Describe critical thinking and the ability to solve problems using the skills we learn in this	Fall 2015: 95% 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 5% neglected to turn to even attempt the final exam.	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.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc.

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
		SLO #2 (Ulibarri)	course.	Fall 2015: 95% 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 5% neglected to turn to even attempt the final exam.	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.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc.
		SLO #3	Understand 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.	Fall 2015-95% 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.	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.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.